Dudley-Charlton Regional School District

Staff Resource Handbook

2026-2027

Approved by School Committee: 08.30.2023
Amended and Approved by School Committee 08.26.2026

The Dudley-Charlton Regional School District does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness.

The information contained within the handbook does not create an implied contract.

This handbook does not address every situation that could arise in the workplace.

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DUDLEY-CHARLTON RSD PERSONNEL

School Committee

Chairperson	Ms. Jeanne Costello
Vice Chairperson	Ms. Caitlyn Panczyk
Members	Ms. Kelly Szela
	Ms. Cathleen Carmignani
	Ms. Kristin Martin
	Ms. Maureen Chickering
	Mr. Anthony Aube

Principals

Shepherd Hill Regional High School	Mr. Darren Elwell	508.943.6700 x160
Charlton Middle School	Ms. Kristina Bogosh	508.248.1423 x1102
Dudley Middle School	Mr. Gregg Desto	508.943.2224 x1101
Dudley Elementary School	Mr. Christopher Audette	508.943.3351 x610
Heritage Elementary School	Mr. Peter Olson	508.248.4884 x302
Charlton Elementary School	Mr. Michael Thibodeau	508.248.7774 x251
Mason Road Elementary School	Ms. Jennifer Desto	508.943.4312 x611

Administration

Superintendent of Schools	Mr. Steven M. Lamarche	508.943.6888 x142
Assistant Superintendent	Ms. Kelly True	508.943.6888 x282
Director of Pupil Services	Ms. Heather Harriman	508.943.6888 x278
Assistant Director Pupil Services	Ms. Angela Muller-Crone	508.943.6888 x280
Director of Finance and Operations	Mr. Joseph DeSantis	508.943.6888 x143
Director of Public-School Facilities	Mr. Stephen Pusateri	508.943.6888 x152
Executive Assistant	Ms. Celeste Andrade	508.943.6888 x177
Director of Technology	Mr. Dan D'Arcangelo	508.943.6888 x275
Athletic Director	Mr. Christopher O'Donnell	508.943.6888 x176
Dudley School Resource Officer	Ofc. Tyler Smith	508.943.6888 x174
Charlton School Resource Officer	Ofc. Aaron Tetlow	508.248.1423 x1123

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This handbook does not address every situation that could arise in the workplace.

Dudley-Charlton Regional School District

OUR BELIEFS:

- Love what we do and always remember why we are here
- Pursue learning
- Build open and honest relationships

OUR MISSION:

" …to advance the knowledge and well-being of our children and our community"

OUR GUIDING PRINCIPLES FOR CIVILITY:

- Treat others with civility and respect
- Help others when you know they need it
- Seek help for yourself when you need it

OUR DISTRICT IMPROVEMENT PLAN GOALS:

1. Academic Excellence

- High-Quality Instruction: Implement a district-wide curriculum adoption plan and a multi-year professional development strategy emphasizing inclusive practices.
- Eliminating Opportunity Gaps: Expand PreK access, enhance intervention programs, and provide extended learning opportunities beyond the school day.
- College and Career Readiness: Broaden access to rigorous coursework and increase participation in internships and apprenticeships.

2. Wellness and Belonging

- Welcoming Learning Environment: Foster trauma-informed, inclusive practices and culturally responsive teaching.
- Whole Child Well-Being: Strengthen partnerships with behavioral health providers and promote wellness programs district-wide.
- Strong Social-Emotional Skills: Expand SEL-focused professional development and implement restorative practices to support school climate and student growth.

3. Operational Effectiveness

- Data-Based Decision Making: Conduct regular data reviews and develop accessible performance dashboards to drive continuous improvement.
- Modernizing Infrastructure: Upgrade technology, security, and facilities to enhance learning and ensure safety across all campuses

SECTION I

Policies, Laws, and Regulations

CIVIL RIGHTS AND RESPONSIBILITIES

Public schools have the responsibility to provide a hostile-free environment for its employees and to overcome barriers that prevent students from achieving their potential. These commitments are affirmed in Dudley-Charlton Regional School District Policies, in laws enforced by our state and the Office of Civil Rights, and in our Bullying Prevention and Intervention Plan.

Age Discrimination Act of 1975: Prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance. Age Discrimination in Employment Act: Prohibits employers from discriminating against workers and applicants who are 40 years of age and older, based on their age.

Family and Medical Leave Act: Gives employees the right to take time off from work in order to care for a newborn (or recently adopted) child, or to look after an ill family member.

Title I of the Americans with Disabilities Act of 1990**:** Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title II of the Americans with Disabilities Act of 1990: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Title IV of the Civil Rights Act of 1964: Prohibits discrimination on the basis of race, color, or national origin.

Title VI: Title VI of the Civil Rights Act of 1964: Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of race, color or national origin.

Title VII: Title VII of the Civil Rights Act of 1964: Prohibits employment discrimination based on race, color, religion, sex, and national origin.

Title IX of the Education Amendments of 1972: Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504 of the Rehabilitation Act of 1973: Prohibits discrimination, exclusion from participation and denial of benefits on the basis of disability.

MGL, Ch. 76, and Section 5: Massachusetts General Laws, Chapter 76, Section 5: Prohibits discrimination in all public schools on the basis of race, color, sex, national origin, religion, gender identity, and sexual orientation.

Dudley-Charlton Regional School District Civil Rights Officer

Kelly True, Assistant Superintendent

68 Dudley-Oxford Road
Dudley, MA 01571
508.943.6888 x282
slamarche@dcrsd.org

CIVIL RIGHTS AND COMPLAINTS

Complaint Procedures for Allegations of Discrimination

The Dudley-Charlton Regional School District does not unlawfully discriminate on the basis of race, color, creed, national origin, age, religion, gender, gender identity, sexual orientation, homelessness, or disability or any other legally protected classification in admission to, access to, or treatment by its programs and activities. Any member of the District community who believes that the District or a member of the District community has violated Titles VI and VII of the Civil Rights Act of 1964 (race, color, or national origin), Title IX of the Education Amendments of 1972 (sex), Massachusetts General Laws Chapter 76 Section 5 (sexual orientation, gender identity, race, color, sex, religion, national origin), Massachusetts General Laws Chapter 151C (race, religion, national origin, creed, color),the Equal Educational Opportunities Act of 1974 (race, color, sex, national origin), Section 504 of the Rehabilitation Act of 1973 (disability), Title II of the Americans with Disabilities Act of 1990 (disability), the Individuals with Disabilities Education Improvement Act of 2004 (disability), the McKinney-Vento Federal Assistance Act of the No Child Left Behind Federal Law (homelessness), or the Age Discrimination Act of 1975 (age) may file a complaint in accordance with this complaint procedure. A violation may consist of discrimination or harassment because of one's race, color, national origin, sex, sexual orientation, disability, and/or age. If discrimination is determined to have occurred, the District will take prompt steps to prevent further occurrence.

This complaint procedure does not preclude informal resolution or restrict the complainant to file, at any time, a formal complaint with the State and Federal agencies or to seek private counsel for complaints alleging discrimination, including harassment. For more information about the District's efforts to comply with the above laws, or to file a complaint, please contact:

Dudley-Charlton Regional School District Civil Rights Officer

Kelly True, Assistant Superintendent
68 Dudley-Oxford Road
Dudley, MA 01571
508.943.6888 x282
slamarche@dcrsd.org

District community includes, but is not limited to, all students, District employees, contractors, unpaid volunteers, and other visitors.

District employee includes, but is not limited to, all teachers, support staff, administrators, bus drivers, custodians, cafeteria workers, coaches, school board members, and agents of the District.

Harassment means verbal or physical conduct on the basis of race, color, religion, national origin, sex, age, sexual orientation or disability, and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment.

The following is not intended as an inclusive list of conduct that may violate this policy.

Disability Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her disability or perceived disability, including damaging or interfering with use of necessary equipment, imitating manner of movement, using disability-related slurs, or invading personal space to intimidate.

Gender Identity Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on their gender identity, including derogatory comments, insults, hostile acts, nicknames and taunting that creates an intimidating, hostile, degrading, humiliating or offensive environment.

National Origin Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her national origin, ancestry, or ethnic background such as negative comments about surnames, customs, language, accents, immigration status or manner of speaking.

Racial Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her race or color, including racial slurs or insults based on characteristics of a person's race or color, racial graffiti or symbols, hostile acts based on race, nicknames based on racial stereotypes, negative comments about appearance, imitating mannerisms, taunting, or invading personal space to intimidate.

Religious Harassment:

- Unwelcome verbal, written or physical conduct directed at a person based on his/her religion, including derogatory comments about religious beliefs, traditions, practices (includes non-belief), or religious clothing.

Sexual Orientation Harassment:

- Unwelcome verbal, written or physical conduct, directed at a person based on his/her actual or perceived sexual orientation, such as anti-gay slurs or insults, imitating mannerisms, taunting, or invading personal space to intimidate.

Hate Crime: A crime motivated by hatred or bias or where the victim is targeted or selected for the crime at least in part be because the person is a different race, color, national origin, ethnicity, religion, gender, gender identity or sexual orientation from the perpetrator or because the targeted person has a disability. A hate crime may involve a physical attack, threat or bodily harm, physical intimidation, or damage to another's property.

Indicators that a crime may constitute a hate crime include:

- Use of racial, ethnic, religious or anti-gay slurs;
- Use of symbols of hate, such as a swastika or burning cross;
- Similar behavior toward others who are members of the same protected class;
- The perpetrator's protected class is different from the victim's;
- The incident occurs while the victim was promoting a racial, religious, ethnic/national origin, disability, gender, gender identity or sexual orientation group, such as attending an advocacy group meeting, or participating in a students' gay-straight alliance, or a disability rights demonstration.

Retaliation
No member of the Districts' community may retaliate against any person who reports alleged discrimination or against any person who testifies, assists, or participates in an investigation, proceeding, or hearing related to such discrimination. It is possible to conclude that retaliation has occurred even if no violation is found in regard to the underlying complaint of discrimination.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Retaliation may be redressed through application of the same reporting, investigation, and enforcement procedures as for discrimination. In addition, a person who knowingly makes a false report may be subject to the same action that the District may take against any other individual who has been found to have discriminated. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of discrimination.

Informal Process
A complaint may be resolved through a voluntary conversation between the complainant and the party alleged to have discriminated. The conversation will be facilitated by the building administrator. If the building administrator is the party alleged to have discriminated, the Superintendent will appoint the facilitator.

If the complainant or the party alleged to have discriminated is a student under the age of 18, the facilitator will notify the student's parent/guardian if, after initial consultation with the student, it is determined to be in the best interest of the student. Both the complainant and the party alleged to have discriminated may be accompanied by a person of their choice for support and guidance.

If the complainant and the party alleged to have discriminated feel that a resolution has been achieved, the conversation may remain confidential and no further action will need to be taken. The facilitator will report the results of the informal resolution, in writing, to the Director of Student and Family Engagement.

If the complainant, the party alleged to have discriminated, or the District elects not to utilize the informal process, or feels that the informal process is inadequate or has been unsuccessful, the complaint may proceed to the formal process. Any complaint against a District employee must be addressed through the formal process.

Formal Process

Step 1. A complainant or his/her designated representative (complainant) should file a written complaint with the Assistant Superintendent [Civil Rights Officer], or the Superintendent if the Assistant Superintendent is the subject of the complaint, as soon as possible following the alleged discriminatory incident. Upon request, the Assistant Superintendent or a person designated by the Superintendent will assist the complainant in writing the complaint.

The written complaint must detail the facts and circumstances of the incident. The written complaint will be kept in a centralized and secure location. If a student under the age of 18 is involved, the District will notify his/her parent/guardian immediately, unless, after consultation with the student, notification is determined not to be in the student's best interest.

Step 2. The Assistant Superintendent will investigate the written complaint. If the Assistant Superintendent is the subject of the complaint, the Superintendent will appoint an impartial investigator to conduct the investigation. All parties will be given full and fair opportunity to present information relevant to the issues raised under the complaint.

The investigation may include personal interviews with the complainant, the person alleged to have discriminated against, and any other individuals who may have knowledge of the alleged incident or circumstances giving rise to the complaint. In determining if alleged conduct constitutes discrimination, the investigator will consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationship between the parties involved, and the context in which the alleged incident occurred. The determination will be based on all of the facts and surrounding circumstances. The District may take immediate steps, at its discretion, to protect the complainant, the person alleged to have discriminated, witnesses, and District employees pending completion of the investigation.

In a timely manner, the investigation will be completed and a written report will be made to the Superintendent. The report will indicate if the complaint has been substantiated as factual and if there are violations of Districts' policies, and it will include recommendations for addressing the violations.

If the Superintendent is the subject of the written complaint, the written report will be made to the Superintendent's alternate, who is the Chair of the Regional School Committee or independent counsel.

Step 3. Following the investigation, the District will take appropriate action in all cases in which a complaint has been substantiated as factual. Any person who is determined to have discriminated shall be subject to action including, but not limited to, warning, suspension, exclusion, expulsion, education, or counseling. Action taken will be consistent with the requirements of any student handbook policy, State and Federal law, and due process procedures for students. As applicable, the District will provide a report of the investigation to the educator licensure unit of the Massachusetts Department of Education.

Step 4. The Superintendent (or Assistant Superintendent) will maintain the complaint file in his/her office. He/she will provide a written report to the party alleged to have discriminated in a timely manner after receipt of the investigator's recommendation. The report will indicate whether (a) the complaint has been substantiated as factual, and (b) there was a violation of District Policy. If there was a policy violation, the District will take appropriate action. She/he will also inform the complainant of the outcome of the investigation, i.e., whether it was substantiated or unsubstantiated.

Appeal Process
If the complaint is not resolved satisfactorily following Step 4 of the formal procedure, either the complainant or the party alleged to have discriminated may request, in writing, within seven (7) business days of being informed of the outcome that the Superintendent (or Assistant Superintendent) reconsider the outcome of the investigation. The Superintendent (or Assistant Superintendent) may, in his/her discretion, reopen the investigation and reconsider the outcome or consider the matter closed.

If the Superintendent investigated the initial complaint, or if the initial complaint was filed against the Superintendent, a person other than the Superintendent or Assistant Superintendent will conduct the appeal process.

Confidentiality
The District recognizes that, the complainant and the person alleged to have discriminated have strong interests in maintaining the confidentiality of the complaint and related information. The privacy of all of the parties, including witnesses, will be respected as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

Alternate Complaint Procedure
In addition to filing a complaint through the Districts' complaint procedure, or in place of utilizing the Districts' complaint procedure, a person may elect to exercise other options, including, but not limited to, filing a complaint with outside agencies or filing a private lawsuit.

Outside Agencies
A complaint by a student, employee or applicant for employment in which the complainant alleges discrimination on the basis of sex, race, ethnic origin or disability may be filed with the United States Department of Education, which may be contacted as follows. It may be filed in place of filing a complaint under the Districts' complaint procedure or in addition to filing a complaint under the District's complaint procedure.

Office for Civil Rights
United States Department of Education
5 Post Office Square
8th Floor - Suite 900
Boston, MA 02109-3921

Telephone: (617) 289-0059
Fax: (617) 289-0150
TDD: (617) 223-9695
Email: OCR.Boston@ed.gov

A complaint alleging disability discrimination against a student under Section 504 may be filed with:

Office for Civil Rights
United States Department of Education
5 Post Office Square
8th Floor - Suite 900
Boston, MA 02109-3921

Telephone: (617) 289-0059
Fax: (617) 289-0150
TDD: (617) 223-9695
Email: OCR.Boston@ed.gov

An employee or applicant for employment, who is claiming discrimination on the basis of sex, religion, race, age or ethnic origin, may file a complaint with the United States Equal Opportunity Commission, which may be contacted as follow

U.S. Equal Employment Opportunity Commission
3200 John F. Kennedy Federal Building
25 Sudbury Street
Boston, MA 02203

Telephone: (617) 565-
Fax: (617) 565-3196
TTY: (617) 565-3204

In addition, an employee or applicant for employment who is claiming discrimination on the basis of sex, religion, race, age, ethnic origin, disability or sexual orientation may file a complaint with the Massachusetts Commission against Discrimination which may be contacted as follows.

MA Commission against Discrimination
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108

Telephone: (617) 994-6000
TTY: (617) 994-6196

MA Commission against Discrimination
2145 Springfield Office
436 Dwight Street, Suite 220
Springfield, MA 01103

Telephone: (413) 739-

Problem Resolution System Office
Massachusetts Department of Elementary
and Secondary Education (DESE)
75 Pleasant Street, Malden, MA 02148-4906

Telephone 781-338-3700
TTY: N.E.T. Relay: 1-800-439-2370
FAX: 781-338-3710
Email: compliance@doe.mass.edu

MA Department of Education
4591 Program Quality Assurance Services
Western Massachusetts
Office Springfield State Office Building
436 Dwight Street Room B40
Springfield, MA 01103

Telephone: (413) 858-

Litigation

The complainant may file a lawsuit under a number of Federal or State statutes, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Equal Education Opportunities Act of 1974, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004. The complainant or his/her parent/ guardian should consult with a private attorney about this option.

References:

Titles VI, VII Civil Rights Act of 1964
Title IX of the Education Amendments of
1972 Equal Educational Opportunities
Act of 1974 Age Discrimination Act of 1975
Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
Individuals with Disabilities Education Improvement Act of 2004

All employees of the Dudley-Charlton RSD are responsible for adherence to and implementation of all School Committee Policies of the DCRSD School Committee.

SC Policy: ACE

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Adoption April 10, 2019

A - Foundations and Commitments

Title II of the American with Disabilities Act of 1992 requires that no qualified individuals with a disability shall, because the District's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the District or be subject to discrimination. Nor shall the District exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individuals is known to have a relationship or association.

Definition: A qualified individual with a "disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the District.

Reasonable Modification: The District shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the District can demonstrate that making the modifications would fundamentally alter the nature of the service, program or activity.

Communications: The District shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the District shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the District. In determining what type of auxiliary aid and/or service is necessary, the District shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services: "Auxiliary aids and services" include 1) note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; 2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; 3) acquisition or modification of equipment or devices; and 4) other similar services and actions.

Notice: The District shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the Americans with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the District. The information shall be made available in such a manner as the school committee and superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

Compliance Coordinator: The District shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its non-compliance or alleging any actions that would be prohibited under ADA. The District shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school District receives federal financial assistance and must comply with the above requirements. Additionally, the school committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and

2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community. Accordingly, employees of the school District will comply with the above requirements of the laws and policy statements of this committee to ensure nondiscrimination on the basis of disability.

LEGAL REFS: Rehabilitation Act of 1973, Section 504, as amended; Education for All Disabled Children Act of 1975; MGL 71B:1 et seq. (Chapter 766 of the Acts of 1972); Title II, Americans with Disabilities Act of 1992, as amended; Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

SC Policy – ACAB

HARASSMENT POLICY OF THE DUDLEY-CHARLTON RSD

Adopted December 11, 1996, Amended March 27, 2002, Amended October 25, 2006, Amended December 12, 2012, Amended April 10, 2019, Amended October 27, 2021, Amended November 15, 2023, Amended March 5, 2025

Sexual & Sex-Based Harassment and Retaliation

The Dudley-Charlton RSD School Committee and Dudley-Charlton Public Schools are committed to maintaining an education and work environment for all school community members. that is free from all forms of harassment, including sexual and sex-based harassment as provided under MA and Federal law. The members of the school community include the School Committee, employees, administration, faculty, staff, students, volunteers in the schools, and parties contracted to perform work for the Dudley-Charlton Public Schools.

Because the District takes allegations of harassment, including sexual harassment, seriously the District shall respond promptly and meaningfully to every known report of sexual harassment and shall investigate every formal complaint of harassment including sexual and sex-based harassment as well as retaliation and following an investigation where it is determined that such inappropriate conduct has occurred, the District shall act promptly to eliminate the conduct and impose corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth the District´s goals of promoting an environment that is free of harassment including sexual and sex-based harassment, the policy is not designed or intended to limit the District´s authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment or sexual or sex-based harassment.

Definitions of Sexual Harassment

TITLE IX

Sex-based harassment prohibited by Title IX is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including as described in § 106.10 of Title IX, that is:

(1.) Quid pro quo harassment. An employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District´s education program or activity explicitly or Impliedly conditioning the provision of such an aid, benefit, or service on a person´s participation in unwelcome sexual conduct;

(2.) Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person´s ability to participate in or benefit from the District´s education program or activity (i.e., creates a hostile environment).

(3.) Specific offenses. (i) Sexual assault (ii) Dating violence; (iii) Domestic violence; (iv) Stalking

TITLE VII

Title VII of the Civil Rights Act of 1964 prohibits sexual harassment which is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. A hostile environment on the basis of sex is created when the conduct is sufficiently severe or pervasive to alter the conditions of employment.

M.G.L. c. 151B

M.G.L. c. 151B, § 1 - the term "sexual harassment" is defined as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions; (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment. Discrimination on the basis of sex shall include, but not be limited to, sexual harassment.

M.G.L. c. 151C

M.G.L. c. 151C, § 2 (g) prohibits the sexual harassment of students in any program or course of study in any educational institution and M.G.L. c. 151C, § 1 (e) defines "sexual harassment" as sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (a)) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of the provision of the benefits, privileges or placement services or as a basis for the evaluation of academic achievement; or (b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual´s education by creating an intimidating, hostile, humiliating or sexually offensive educational environment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating an environment that is hostile, offensive, intimidating, to male, female, or gender nonconforming students or employees may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment, depending on the totality of the circumstances, including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances-whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body, comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences;
- Discussion of one's sexual activities; and
- Sexual violence, including rape, sexual assault, sexual battery, sexual abuse and sexual coercion as well as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent)

Massachusetts General Laws Ch. 119, Section 51 A , requires that public schools report cases of suspected child abuse, immediately orally and file a report within 48 hours detailing the suspected abuse to the Department of Children and Families. For the category of sexual violence, in addition to Section 51A referrals these offences and any other serious matters shall be referred to local law enforcement. Schools must treat seriously all reports of sexual harassment that meet the definition of sexual harassment and the conditions of actual notice and jurisdiction as noted above. Holding a school liable under Title IX can occur only when the school knows of sexual harassment allegations and responds in a way that is deliberately indifferent (clearly unreasonable in light of known circumstance).

Retaliation against a complainant, because they have filed a harassment or sexual harassment complaint assisted or participated in a harassment or sexual harassment investigation or proceeding, is also prohibited. A student or employee who is found to have retaliated against another in violation of this policy will be subject to disciplinary action up to and including student suspension and expulsion or employee termination.

The complainant does not have to be the person at whom the unwelcome sexual conduct is directed. The complainant, regardless of gender, may be a witness to and personally offended by such conduct.

Allegations of conduct that meet the definition of sexual discrimination, including sex-based harassment under Title IX will be addressed through the Title IX Sexual Discrimination Grievance Procedure. Allegations of conduct that meet the definition of sexual discrimination, including sex-based harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Discrimination Grievance Procedure.

The District´s Title IX Grievance Procedure is available at: [Title IX Grievance Procedure].

Allegations of conduct that do not meet the definition of sexual discrimination, including sex-based harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the District´s Civil Rights Grievance Procedure. (See exception under Section II, Part 4, Step 4 below).

The definitions of sexual harassment under Title VII, M.G.L. c. 151B, and M.G.L. c. 151C are set out in the Civil Rights Grievance Procedure.

The District´s Civil Rights Grievance Procedure is available at: [Civil Rights Grievance Procedure].

This policy, or a summary thereof that contain the essential policy elements shall be distributed by the Dudley-Charlton Regional School District to its students and employees and each parent or guardian shall sign that they have received and understand the policy.

List the name and phone number of the District's Title IX Coordinator:

● The **Dudley-Charlton Regional School District Title IX Coordinator** is (Kelly True at 508.943.6888 x 282 and ktrue@dcrsd.org)

School specific complaints will be received by: (Items in () are not approved by School Committee for Policy ACBB)

● **Mason Road School** – (Principal Jennifer Desto 508.943.4312 x 611 and jdesto@dcrsd.org)

● **Charlton Elementary School** – (Principal Michael Thibodeau 508.248.7774 x 251 mthibodeau@dcrsd.org

● **Heritage Elementary School** – (Principal Peter Olson 508.248.4884 x302 and polson@dcrsd.org)

● **Dudley Elementary Schoo**l – (Principal Chris Audette 508.943.3351 x610 and caudette@dcrsd.org)

● **Dudley Middle School** – (Principal Gregg Desto 508.943.2224 x1101 and gdesto@dcrsd.org)

● **Charlton Middle Schoo**l – (Principal Kristina Bogosh 508.248.1423 x1102 and kbogosh@dcrsd.org)

● **Shepherd Hill Regional High School** – (Principal Darren Elwell 508.943.6700 x160 and delwell@dcrsd.org)

The Complainant may also file a complaint with:

The Mass. Commission Against Discrimination
1 Ashburton Place, Room 601 Boston, MA 02108
Phone: 617-994-6000

Office for Civil Rights (U.S. Department of Education)
5 Post Office Square, 8th Floor
Boston, MA 02109
Phone: 617-289-0111

The United States Equal Employment Opportunity Commission
John F. Kennedy Bldg
475 Government Center
Boston, MA 02203

Please note the above entities have specified time limits for filing a claim.

LEGAL REF.:

- M.G.L. 151B:3A
- Title IX of the Education Amendments of 1972
- BESE 603 CMR 26:00
- 34 CFR 106.44 (a), (a)-(b)
- 34 CFR 106.45 (a)-(b) (1)
- 34 CFR 106.45 (b)(2)-(b)(3,4,5,6,7) as revised through June 2020

CROSS REF.:

- ACGA, Civil Rights Grievance Procedure
- ACGB, Title IX Sexual Discrimination Grievance Procedure
- Federal Clery Act

SC Policy – AC

Non-Discrimination and Access to Equal Education Opportunity

Adopted March 24, 2006, Amended November 14, 2012, Amended April 10, 2019, Amended January 29, 2025

Non-Discrimination and Access to Equal Educational Opportunity

I. Introduction

It is the goal of the Dudley-Charlton Regional School District to promote an environment that is free from discrimination and affirmatively provides access to employment and equal educational opportunity. Discrimination, including that based upon race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity of an individual occurring in the workplace or in other settings in which individuals may be entitled access to educational opportunity, is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about discrimination or retaliation against an individual for cooperating with an investigation of a discrimination complaint is similarly unlawful and will not be tolerated. To achieve our goal, acts of discrimination or harassment will not be tolerated and we have provided procedures by which inappropriate conduct will be addressed, if encountered by an employee, student or member of the community.

Because the district takes allegation of discrimination seriously, we will respond promptly to complaints of discrimination in the workplace or educational settings and, where it is determined that such inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goal of promoting an educational and workplace environment that is free of discrimination, the policy is not designed or intended to limit our authority to discipline or take remedial action for conduct which we deem unacceptable, regardless of whether that conduct satisfies the definition of discrimination.

II. Affirmative Statement of Release:

This policy is consistent with M.G. L. Ch. 75:5: “Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a persona who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly attended public schools. No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, ancestry, sexual orientation, or gender identity.”

All persons should take special note that, as stated above, retaliation against an individual who has complained about discrimination or harassment, and retaliation against an individual for cooperating with an investigation of a complaint, is unlawful and will not be tolerated by this organization.

III. School Admissions and Participation

(1) All public schools in the district shall admit students without regard to race, color, sex, religion, national origin, ancestry, disability, sexual orientation or gender identity.

(2) No school shall discourage in any express or implied manner, applicants for admission because of race, color, sex, religion, national origin, ancestry, disability, sexual orientation or gender identity.

(3) The national citizenship of any applicant shall not be a criterion for admission to any public school, and nor shall national citizenship be a factor in the assignment or availability of courses of student or extra-curricular activities.

(4) Any standards used as part of the admissions process to any school [as referred to in 603 CMR 26.02 (1)] shall not illegally discriminate on the basis of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity. A student's limited English-speaking ability (see MGL Ch. 71A) shall not be a deterrent to or limitation of a student's admission to a school.

(5) A school shall determine what courses or units of study are required of a student without regard to the race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity of the student.

(6) A school shall not schedule students into courses or units of study on the basis of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity.

(7) All district schools shall, through their curricula, encourage respect for the human and civil rights of all individuals regardless of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity.

(8) Teachers shall review all instructional and education materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity. Appropriate activities, discussions and/or supplementary materials shall be used to provide balance and context for any such stereotypes depicted in such materials.

(9) Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of sex, nor designed to have an adverse impact on members of either sex.

(10) Participation in extra-curricular activities shall be actively encouraged by each school for all students regardless of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity.

IV. Active Efforts

(1) The school district shall monitor all aspects of the K through 12 school programs to ensure that all students regardless of race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity are given an opportunity to participate in all programs offered by the school including athletics and other extra-curricular activities.

(2) All schools shall strive to prevent harassment or discrimination based upon students' race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity and each district school shall respond promptly to such discrimination or harassment when it has knowledge of its occurrence.

(3) The school committee and the superintendent shall provide in-service training for all school personnel at least annually regarding: (a) the prevention of discrimination and harassment based upon race, color, sex, religion, national origin, ancestry, disability, sexual orientation, or gender identity; and, (b) the appropriate methods for responding to such discrimination and harassment in a school setting.

V. Complaints of Discrimination: Procedures

If any student, employee or community member believes that he or she has been subjected to discrimination, the individual has the right to file a complaint with our organization. This may be done in writing or orally.

For specific contact information of coordinators of the following programs: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Equal Educational Opportunities Act of 1974, MA General Laws, Chapter 76, Section 5, Title

I of the Elementary and Secondary Education Act of 1965, McKinney-Vento Homeless Education Assistant Act, see the district website: www.dcrsd.org.

Any person who feels aggrieved as a result of policies and practices within the district with regard to educational opportunities regulated by 603 CMR 26:00, et seq. Will direct their complaints as follows:

- Grievances in regard to discrimination related to educational practices and opportunities shall be directed at first level to the building principal of the school which the student attends or seeks to attend.
- A resolution of the complaint or grievance will be attempted at that level. If the grievant, be they student or parent or guardian, is not satisfied with the resolution or disposition of the complaint, the grievant shall register a complaint with the superintendent of schools.
- If a just and equitable resolution of the complaint is not arrived at the level of superintendent of schools, the grievant, the parent or guardian of the grievant, shall request to be placed on the agenda of the most appropriate and convenient school committee meeting.
- Upon reviewing the matter of grievance, the school committee shall uphold the superintendent's decision, make suggestions to modify and resolve the problem or shall uphold the complainant and reverse or modify the superintendent's decision if and to the extent that in its judgment the decision was not in compliance with applicable law and this policy. The school committee decision and its reasons therefore shall be rendered in writing to the complainant, with a copy to the superintendent.

VI. Investigation of Allegations of Discrimination:

When the school district receives the complaint, it will promptly investigate the allegation in a fair an expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. The investigation will include private interviews with: (a) the person filing the complaint; (b) any witnesses if any; and (c) the person alleged to have committed the discriminatory action. When the district has completed its investigation, it will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

If it is determined that inappropriate conduct has occurred, the district will act promptly to eliminate the offending conduct, and where it is appropriate will also impose disciplinary action.

VII. Disciplinary Action

If it is determined that inappropriate conduct has been committed by a district employee, the district will take such action as is appropriate under the circumstances. Such action may range from retraining, to counseling to suspension or expulsion if warranted under applicable law, and may also include notification of law enforcement officials.

VIII. State and Federal Remedies

In addition to the above, if you believe you have been subjected to discrimination, you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOC: 180 days: MCAD: six months).

The within policy is not intended to create and shall not have the effect of creating any additional judicial or administrative cause of action or remedy (other than the internal, administrative procedures and remedies set forth respectively in Section V, VI, and VII above), nor of affecting in any way the applicable period of time for filing a claim with the EEOC or MCAD.

The United States Equal Employment Opportunity Commission JFK Federal Building	Mass. Commission Against Discrimination Worcester City Hall

Room 475 Government Center Boston, MA 02203 800-669-4000 617-565-3196 - FAX	455 Main Street, Room 101 Worcester, MA 01608 508-799-8010 508-799-8490 - FAX

The following person has been designated to handle inquiries regarding the non-discrimination policies:

District 504 Coordinator *(Items in ( ) are not approved by School Committee for Policy AC)*
(Heather Harriman)
Shepherd Hill Regional High School
68 Dudley-Oxford Rd.
Dudley, MA 01571
508-943-6700

LEGAL REFS:

- Title VI, Civil Rights Act of 1964
- Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
- Equal Pay Act, as amended by the Education Amendments of 1972 Title IX, Education Amendments of 1972
- Rehabilitation Act of 1973
- Education for All Handicapped Children Act of 1975
- No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
- M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
- Acts of 2022, Chapter 117https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117

CROSS REF:

- ACE, Non-Discrimination on the Basis of Disability
- ACAB, Sexual & Sex-Based Harassment and Retaliation
- GBA, Equal Employment Opportunity
- IJ, Instructional Materials
- JB, Equal Educational Opportunities

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SC Policy – AC-R

Non-Discrimination Policy Including Harassment and Retaliation

Adopted January 29, 2025

DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

POLICY - AC-R

Non-Discrimination Policy Including Harassment and Retaliation

The Dudley-Charlton Regional School District will respond promptly to any reports or complaints of discrimination, including harassment and retaliation, or other violations of civil rights, pursuant to our detailed response protocol. Where it is determined that discrimination or harassment has occurred, the Dudley-Charlton Regional School District will act promptly to eliminate the conduct and will impose developmentally- appropriate disciplinary, restorative, and/or corrective action.

Any member of the school community who is found, after investigation, to have engaged in any form of discrimination, including harassment or retaliation, against another member of the school community, will be subject to consequences determined appropriate by the administration. Such consequences may include restorative measures and corrective action, and/or student discipline or staff disciplinary action, up to and including termination of employment.

Definitions

"Discrimination" and "Harassment" are defined as unwelcome conduct, whether verbal or physical, that is based on any individual´s actual or perceived race*, color, sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy or pregnancy-related conditions, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, discrimination and/or harassment includes, but is not limited to:

- Display or circulation of written materials or pictures that are degrading to a person or group described above.
- Verbal abuse or insults about, directed at, or made in the presence of, an individual or group described above.
- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.
- Any action or speech that is sufficiently severe, pervasive, or persistent that it either (i) interferes with or limits the ability of an individual or group described above to participate in or benefit from employment or a program or activity of the Dudley-Charlton Regional School District; or (ii) creates an intimidating, threatening, or abusive educational or working environment.

Harassment may include, but is not limited to, any unwelcome, inappropriate, or illegal physical, written, verbal, graphic, or electronic conduct, and that has the intent or effect of creating a hostile education or work environment by limiting the ability of an individual to participate in or benefit from the district´s programs and activities or by unreasonably interfering with that individual´s education or work environment or, if the conduct were to persist, would likely create a hostile educational or work environment.

Harassment includes Sexual Harassment and Sex-Based Harassment which are more specifically addressed in File ACAB.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District´s education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or other Federal or

State law providing protection against sex discrimination including sexual and sex-based harassment, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing as provided under District´s , including in an informal resolution process, in grievance procedures and in any other actions taken by the District under § 106.44(f)(1) of Title IX.

Resources

(Items in ( ) are not approved by School Committee for Policy AC-R)

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment Coordinator, and Grievance Officer for the School Committee, administration, faculty, staff, volunteers in the schools, and for parties who are contracted to perform work for the Dudley-Charlton Regional School District, and can be reached at:

(Kelly True, Assistant Superintendent) 68 Dudley-Oxford Road, Dudley, MA 01571 508.943.6888 x282

The following individual is designated as the District ADA, Title VI, Title IX, and Sexual Harassment and Civil Rights Coordinator for students in the Dudley-Charlton Regional School District.

(Kelly True, Assistant Superintendent)
68 Dudley-Oxford Road, Dudley, MA 01571
508.943.6888 x282

In addition, (*Heather Harriman*) is the District 504 Coordinator, and can be reached at:
68 Dudley-Oxford Road, Dudley, MA 01571
508.943.6888 x278

Inquiries concerning the Dudley-Charlton Regional School District's policies and protocols, compliance with applicable laws, statutes, and regulations, and complaints may also be directed to the Superintendent. Inquiries about laws, statutes, regulations and compliance may also be directed to the Massachusetts Department of Elementary and Secondary Education or the Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Suite 900, Boston, MA 02109; (617) 289-0111; Email: OCR.Boston@ed.gov; Website: www.ed.gov/ocr

**race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.*

LEGAL REFS.:

- Title VI, Civil Rights Act of 1964
- Title VII, Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 Executive Order 11246, as amended by E.O. 11375
- Equal Pay Act, as amended by the Education Amendments of 1972
- Title IX
- Education Amendments of 1972
- Rehabilitation Act of 1973
- Education for All Handicapped Children Act of 1975
- No Child Left Behind Act of 2001, 20 U.S.C. § 7905 (The Boy Scouts of America Equal Access Act)
- M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
- Acts of 2022, Chapter 117
- https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117

CROSS REF:

- ACE, Non-Discrimination on the Basis of Disability
- ACBB, Harassment
- GBA, Equal Employment Opportunity

- IJ, Instructional Materials
- JB, Equal Educational Opportunities
- ACGA, Civil Rights Grievance Procedure
- ACGB, Title IX Sexual Discrimination Grievance Procedure

SC Policy – ACA

Non-Discrimination on the Basis of Sex

Adopted January 29, 2025

The School Committee, in accordance with Title IX of the Education Amendments of 1972, declares that the school district does not and will not discriminate on the basis of sex, sexual orientation, gender identity, sex stereotypes, sex characteristics, marital status, familial status, pregnancy or pregnancy-related conditions and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

The School Committee will continue to ensure fair and equitable educational and employment opportunities, without regard to sex, sexual orientation or gender identity, to all of its students and employees.

The Committee will designate an individual to act as the school district's Title IX compliance officer. All students and employees will be notified of the name and office address and telephone number of the compliance officer.

The Dudley-Charlton Regional School District shall provide a notice of non-discrimination along with the contact information for its Title IX Coordinator as set forth below. The notice shall be given to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Dudley-Charlton Regional School District.

(Items in ( ) are not approved by School Committee for Policy ACA)

NOTICE OF NONDISCRIMINATION & RELATED TITLE IX INFORMATION

The Dudley-Charlton Regional School Committee and the Dudley-Charlton Regional School District Schools do not discriminate on the basis of sex and prohibits sex discrimination, including sex-based harassment in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Dudley-Charlton Regional School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Dudley- Charlton Regional School District's Title IX Coordinator is (Kelly True, Assistant Superintendent, 68 Dudley-Oxford Road, Dudley, MA 01571, ktrue2dcrsd.org, 508.943.6888 x282).

The Dudley-Charlton Regional School District nondiscrimination policy and grievance procedures can be located at (https://www.dcrsd.org/about-dcrsd/district-policies).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator Title IX Coordinator is (Kelly True, Assistant Superintendent, 68 Dudley-Oxford Road, Dudley, MA 01571, ktrue2dcrsd.org, 508.943.6888 x282).

The District shall prominently include all elements of its notice of nondiscrimination set out above on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to persons entitled to notice under this section, or which are otherwise used in connection with the recruitment of students or employees.

LEGAL REFS.:

- Title IX of the Education Amendments of 1972
- 45 CFR, Part 86, (Federal Register, 6/4/75)
- M.G.L. 76:5; 76:16 (Chapter 622 of the Acts of 1971)
- BESE 603 CMR 26:00

REFERENCE: USDOE Notice of Interpretation -

https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity

CROSS REF.:

- AC, Non-Discrimination and Access to Equal Educational Opportunity
- ACGA, Civil Rights Grievance Procedure
- ACGB, Title IX Sexual Discrimination Grievance Procedure

SC Policy – ACA-R

Non-Discrimination on the Basis of Sex Under Title IX Including Sex-Based Harassment

Adopted March 24, 2006, Amended November 14, 2012, Amended April 10, 2019, Amended January 29, 2025

Non-Discrimination Policy Including on the Basis of Sex Under Title IX Including Sex-Based Harassment

I. The Dudley-Charlton Regional School District's obligation to respond under Title IX requires the District to be aware of discrimination based upon sex, including sex-based harassment. The District has actual notice when an allegation is made known to any school employee. Schools must treat seriously all reports of sexual discrimination, including sex-based harassment, that meet the definition of harassment and the conditions of actual notice and jurisdiction as noted whether or not the complainant files a formal complaint.

Title IX Sexual Discrimination applies to conduct that occurs within the United States in an education program or activity of the District, regardless of whether such District program or activity is conducted on or off school grounds. Additionally, under Title IX, the District has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the recipient´s education program or activity or outside the United States. A District education program or activity includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.

II. Designation of a Title IX Coordinator, Responsibilities & Training

(1.) Title IX Coordinator. The District shall designate and authorize at least one employee, referred to herein as a Title IX Coordinator, to coordinate its efforts to comply with its responsibilities under Title IX. In the event the District designates more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight over those responsibilities and ensure the District´s consistent compliance with its responsibilities under Title IX.

The Title IX Coordinator is responsible for coordinating the District´s compliance with its obligations under Title IX and when notified of conduct that reasonably may constitute sex discrimination under Title IX is required to take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects, pursuant to Title IX 106.44(f), in part by:

(i) Treating the complainant and respondent equitably;

(ii) Offering and coordinating supportive measures, as appropriate, for the complainant and if the grievance procedures has been initiated or an informal resolution process has been offered, for the respondent as well.

(iii) Notifying parties of the grievance procedure and the informal resolution process if available and appropriate;

(iv) Initiating the grievance procedure or the informal resolution process if available, appropriate, and agreed to by all parties;

(v) In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, determining whether to initiate a complaint of sex discrimination that complies with the grievance procedures. To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

(1) The complainant´s request not to proceed with initiation of a complaint;
(2) The complainant´s reasonable safety concerns regarding initiation of a complaint;
(3) The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
(4) The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
(5) The age and relationship of the parties, including whether the respondent is an employee of the District;
(6) The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
(7) The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
(8) Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures
If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the recipient from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

(vi) If initiating a complaint under paragraph (v) above of this section, notifying the complainant prior to doing so and appropriately addressing reasonable concerns about the complainant´s safety or the safety of others, including by providing supportive measures;

(vii) Regardless of whether a complaint is initiated, taking other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the recipient´s education program or activity.

Parental, family, or marital status; pregnancy or related conditions.

The Title IX Coordinator shall coordinate actions on behalf of the District to promptly and effectively prevent sex discrimination and ensure equal access to the District´s education program or activity pursuant to the provisions of Title IX, § SC. 106.40 once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student´s pregnancy or related conditions. These actions shall include:

(i) Informing the student, and if applicable, the person who notified the Title IX Coordinator of the student´s pregnancy or related conditions and has a legal right to act on behalf of the student, of the District´s obligations under paragraphs Title IX, §§ 106.40(b)(1) through (5), § 106.44(j) and providing the District´s notice of nondiscrimination.

(ii) Providing reasonable modifications to the District´s policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the District´s education program or activity. Each reasonable modification must be based on the student´s individualized needs following consultation with the student.to determine what modifications are required. A modification is not reasonable if the District can demonstrate that it would fundamentally alter the nature of its education program or activity.

(iii) Providing the student voluntary access to any separate and comparable portion of the District´s education program or activity.

(iv) Providing the student voluntary leave of absence from the District´s education program or activity to cover, at minimum, the period of time deemed medically necessary by the student´s licensed healthcare provider. If the student qualifies for leave under a leave policy maintained by the District that allows a greater period of time than the medically necessary period, the student may take voluntary leave under that policy instead if the student so chooses. When the student returns to the District´s education program or activity, the student must be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the voluntary leave began.

(v) Providing the student access to a lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

(vi) Not requiring supporting documentation under paragraphs (ii) through (v) above unless the documentation is necessary and reasonable for the District to determine the reasonable modifications to make or whether to take additional specific actions under paragraphs (ii) through (v) above

(vii) Treating pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions with respect to any medical or hospital benefit, service, plan, or policy the recipient administers, operates, offers, or participates in with respect to students admitted to the recipient´s education program or activity.

(viii) Not requiring a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the recipient's class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- The recipient requires such certification of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for discrimination prohibited by this part.

(2.) Delegation to designees. As appropriate, the District may delegate, or permit the Title IX Coordinator to delegate, specific duties to one or more designees.

(3.) Training

The District must ensure that the persons described in paragraphs (A) through (D) below receive training related to their duties under Title IX promptly upon hiring or change of position that alters their duties under Title IX and annually thereafter. This training must not rely on sex stereotypes.

A. All employees.

All employees must be trained on:

(i) The District´s obligation to address sex discrimination in its education program or activity;

(ii) The scope of conduct that constitutes sex discrimination under Title IX, including the definition of sex-based harassment; and

(iii) All applicable notification and information requirements in response to reports of sexual discrimination and pursuant to the District´s Title IX Grievance Procedure.

B. Investigators, decisionmakers, and other persons who are responsible for implementing the District´s grievance procedures or have the authority to modify or terminate supportive measures.

In addition to the training requirements in paragraph A. above, all investigators, decisionmakers, and other persons who are responsible for implementing the District´s grievance procedures or have the authority to modify or terminate supportive measures must be trained on the following topics to the extent related to their responsibilities:

(i) The District´s obligations to respond to sexual discrimination under Title IX § 106.44;

(ii) The District´s grievance procedures;

(iii) How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and

(iv) The meaning and application of the term “relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under Title IX.

C. Facilitators of informal resolution process.

In addition to the training requirements in paragraph A. above, all facilitators of an informal resolution process must be trained on the rules and practices associated with the District´s informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.

D. Title IX Coordinator and designees.

In addition to the training requirements in paragraphs A. through C. above, the Title IX Coordinator and any designees must be trained on their specific responsibilities as set forth in paragraph (1) above and the requirements of the District´s recordkeeping system.

III. Receipt of Complaint

The Superintendent in consultation with the Title IX Coordinator shall designate the principal of each school in the district, or their designee (or some other appropriate employee(s)) as the initial entity to receive a sex discrimination complaint, including sexual and sex-based harassment. The Title IX Coordinator shall be informed, as soon as possible, of the filing of the complaint. Nothing in the District´s policy shall prevent any person from reporting the prohibited conduct to someone other than those above designated complaint recipients. The investigating officer may receive the complaint orally or in writing, and the investigation shall be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances and in compliance with applicable law. The investigation will be prompt, thorough, and impartial, and will include, at least, a private interview with the person filing the complaint and with witnesses. Also, the alleged harasser will be interviewed. When the investigation is completed, the complaint recipient will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of the results of that investigation.

IV. Notification Requirements and Confidential Employees

All non-confidential employees are required to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.

(1) The District shall notify all participants in the District´s education program or activity of how to contact its confidential employees, if any.

(2) The District shall require a confidential employee to explain to any person who informs the confidential employee of conduct that reasonably may constitute sex discrimination under Title IX:

(i) The employee´s status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination;

(ii) How to contact the recipient´s Title IX Coordinator and how to make a complaint of sex discrimination; and

(iii) That the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

A confidential employee is:

(1) An employee of the District whose communications are privileged or confidential under Federal or State law. The employee´s confidential status, for purposes of this part, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies;

(2) An employee of the District whom the recipient has designated as confidential under this part for the purpose of providing services to persons related to sex discrimination. If the employee also has a duty not associated with providing those services, the employee´s confidential status is only with respect to information received about sex discrimination in connection with providing those services.

V. Students With Disabilities In the course implementing supportive measures, informal resolution, and/or a grievance procedure, and throughout the same, if either a complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator must consult with one or more members, as appropriate, of the student´s Individualized Education Program (IEP) team, 34 CFR 300.321, if any, or one or more members, as appropriate, of the group of persons responsible for the student´s placement decision under 34 CFR 104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794.

VI. Emergency Removal & Administrative Leave

1. The District may remove a respondent from the District´s education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision shall not be construed to modify any rights under the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

2. The District may place an employee respondent on administrative leave from employment responsibilities during the pendency of the District´s grievance procedures. This provision shall not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

VII. Use of Supportive Measures

Supportive Measures are individualized services reasonably available that are nonpunitive, non-disciplinary, and not unreasonably burdensome to the Complainant or Respondent, while designed to ensure equal educational access, protect safety, and/or deter sexual discrimination.

Supportive Measures may be offered before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party, while designed to ensure equal educational access, protect safety, and/or deter sexual discrimination.

Supportive measures available to complainants and respondents include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services;

mutual restrictions on contact between the parties; changes in work locations; leaves of absence; increased security and monitoring of certain areas of the building and/or campus; and other similar measures. Violations of the restrictions imposed by supportive measures may be considered a violation of school rules and may also be considered in determining whether sexual discrimination has occurred.

VIII. Grievance Procedure

Allegations of conduct that meet the definition of sexual discrimination, including sex-based harassment under Title IX will be addressed through the Title IX Sexual Discrimination Grievance Procedure. Allegations of conduct that meet the definition of sexual discrimination, including sex-based harassment under Title IX, and simultaneously meet the definitions of sexual harassment under Title VII of the Civil Rights Act of 1964 (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will also be addressed through the Title IX Sexual Discrimination Grievance Procedure.

Allegations of conduct that do not meet the definition of sexual discrimination, including sex-based harassment under Title IX, but could, if proven, meet the definition(s) of sexual harassment under Title VII (employees), M.G.L. c. 151B (employees), and/or M.G.L. c. 151C (students), will be addressed through the District´s Civil Rights Grievance Procedure. (See exception under Section II, Part 4, Step 4 below). The definitions of sexual harassment under Title VII, M.G.L. c. 151B, and M.G.L. c. 151C are set out in the Civil Rights Grievance Procedure.

IX. Informal Resolution

After a Formal Complaint is filed, and prior to determining whether sex discrimination occurred, the District may, at its discretion, opt to offer and facilitate informal resolution options, such as mediation or restorative justice. Both parties must give voluntary, informed, written consent to attempt any offered informal resolution. Any informal resolution under this Procedure will be facilitated by trained personnel.

(1) The informal resolution process is not available to resolve allegations that an employee engaged in sex-based harassment of a student or if such a process would conflict with Federal, State or local law.

(2) The informal process is voluntary, and the respondent may terminate or decline any informal process at any time and resume the Formal Complaint grievance process. The District, as a condition of participation, must not require the parties to waive the right to an investigation and determination of a complaint as a condition of enrollment or continuing enrollment, or employment or continuing employment, or the exercise of any other right.

(3) The informal process shall not exceed thirty (30) calendar days, during which time the timelines of the Formal Complaint process will be stayed.

X. Due Process and Fairness

The District shall provide due process protections which include the following:

1) Equitable treatment of complainants and respondents.

2) Presumption that the respondent is not responsible until a determination is made.

3) Prompt timeframes for all major stages.

4) Reasonable steps to protect privacy of parties and witnesses during the grievance procedures.

5) Objective evaluation of relevant evidence and the exclusion of impermissible evidence.

6) If the District adopts procedures that apply to the resolution of only some complaints, articulate principles for how the District will determine which procedures apply.

7) Notice of allegations to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation.

8) Permitted dismissals in certain circumstances so long as the District offers an appeal and, as appropriate, supportive measures, and takes other steps to ensure sex discrimination does not continue or recur.

9) Permitted consolidation of complaints in certain circumstances.

10) Burden on the District to gather evidence and decide what is relevant or impermissible.

11) Equal opportunity for the parties to present fact witnesses and other evidence.

12) Equal opportunity for the parties to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence (and if the District provides access to a description, it must provide access to the underlying evidence upon the request of any party); a reasonable opportunity to respond; and a requirement that the District take reasonable steps to prevent and address unauthorized disclosures.

13) A process for assessing credibility when credibility is in dispute and relevant.

14) Use of a preponderance of the evidence standard of proof to determine whether sex discrimination occurred, unless the clear and convincing evidence standard is used in all other comparable proceedings, in which case that standard may be used.

15) The decision maker shall not be the same person as the Title IX Coordinator or investigator unless the District otherwise provides for the same in the Grievance Procedure and specifically sets forth under what circumstances a single-investigator model may be used.

16) The facilitator for any informal resolution process shall not be the same person as the investigator or the decisionmaker in the District´s grievance procedures.

17) The decisionmaker for any appeal shall not have taken part in an investigation of the allegations or dismissal of the complaint;

18) If it is determined that sex discrimination occurred, the following actions will be taken:

1. Appropriate remedies will be provided to the complainant and others affected to address the consequences of the discrimination.

2. Individuals found responsible for the discrimination will face disciplinary actions, consistent with the Dudley-Charlton RSD policies and procedures.

3. Prompt and effective measures will be implemented to ensure that sex discrimination does not continue or recur, including training, policy revisions, and enhanced oversight.

19) Title IX Coordinators, investigators, and decision-makers must be free from bias or conflict of interest;

20) Equal opportunity for parties to appeal, where an appeal is offered;

21) Upon filing a formal complaint, the school must give written notice to the parties containing sufficient details to permit a party to prepare for any initial interview and proceed with a factual investigation. For K-12 schools a hearing is optional but the parties must be allowed to submit written questions to challenge each other's credibility before the decision-maker makes a determination. After the investigation, a written determination must be sent to both parties explaining each allegation, whether the respondent is responsible or not responsible, including the facts and evidence on which the conclusion was based by applying either the preponderance of the evidence or the clear and convincing standard; however, a school can use the lower preponderance standards only if it uses that standard for conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction. As long as the process is voluntary for all parties, after being fully informed and written consent is provided by both parties, a school may facilitate informal resolution of a sexual complaint.

22) An informal investigation process that may, upon the request of the complainant be followed by a formal process.

XI. Record Keeping

The District shall create records in accordance with its obligations under Title IX as noted below and maintain the same for a period of seven (7) years:

(1) For each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures and the resulting outcome.

(2) For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or records documenting the actions the District took to meet its obligations under Title IX.

(3) For all training all materials used to provide training to meet its obligations under Title IX. A District must make these training materials available upon request for inspection by members of the public.

CROSS REFS:

- ACGA, Civil Rights Grievance Procedure
- ACGB, Title IX Sexual Discrimination Grievance Procedure

SC Policy: JICFB

BULLYING PREVENTION

Adopted March 5, 2025

The School Committee is committed to providing a safe, positive and productive educational environment where students can achieve the highest academic standards. No student shall be subjected to harassment, intimidation, bullying, or cyber-bullying.

"Bullying" is the repeated use by one or more students or school staff members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, directed at a target that:

- causes physical or emotional harm to the target or damage to the target's property;
- places the target in reasonable fear of harm to themselves, or of damage to their property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school; or
- materially and substantially disrupts the education process or the orderly operation of a school

"Cyber-bullying" means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature.

Cyber-bullying shall also include the creation of electronic medium in which the creator assumes the identity of another person or knowingly impersonates another person as author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying.

Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Bullying and cyber-bullying may occur in and out of school, during and after school hours, at home and in locations outside of the home. When bullying and cyber-bullying are alleged, the full cooperation and assistance of parents/guardians and families are expected.

For the purpose of this policy, whenever the term bullying is used it is to denote either bullying, or cyber-bullying.

Bullying is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities;
- At functions or programs whether on or off school grounds
- At school bus stops;
- On school buses or other vehicles owned, leased or used by the school district; or,
- Through the use of technology or an electronic device owned, leased or used by the school district;

Bullying and cyber-bullying are prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the school district if the act or acts in question:

- create a hostile environment at school for the target;
- infringe on the rights of the target at school; and/or
- materially and substantially disrupt the education process or the orderly operation of a school.

Prevention and Intervention Plan

The Superintendent and/or their designee shall oversee the development of a prevention and intervention plan, in consultation with all district stakeholders, which may include teachers, school staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, students, parents and guardians, consistent with the requirements of this policy, as well as state and federal laws. The bullying prevention and intervention plan shall be reviewed and updated at least biennially.

The Principal is responsible for the implementation and oversight of the bullying prevention and implementation plan within his or her school.

Reporting

Students, who believe that they are a target of bullying, observe an act of bullying, or who have reasonable grounds to believe that these behaviors are taking place, are obligated to report incidents to a member of the school staff. The target shall, however, not be subject to discipline for failing to report bullying.

Each school shall have a means for anonymous reporting by students of incidents of bullying. No formal disciplinary action shall be taken solely on the basis of an anonymous report.

Any student who knowingly makes a false accusation of bullying shall be subject to disciplinary action.

Parents or guardians, or members of the community, are encouraged to report an incident of bullying as soon as possible.

A member of a school staff shall immediately report any instance of bullying the staff member has witnessed or become aware of to the school principal or their designee.

Investigation Procedures

The Principal or their designee, upon receipt of a viable report, shall promptly contact the parents or guardians of a student who has been the alleged target or alleged perpetrator of bullying. The actions being taken to prevent further acts of bullying shall be discussed.

The school Principal or a designee shall promptly investigate the report of bullying, using a Bullying/Cyber-bullying Report Form which may include interviewing the alleged target, alleged perpetrator, staff members, students and/or witnesses.

Support staff shall assess an alleged target's needs for protection and create and implement a safety plan that shall restore a sense of safety for that student.

Confidentiality shall be used to protect a person who reports bullying, provides information during an investigation of bullying, or is witness to or has reliable information about an act of bullying.

If the school Principal or a designee determines that bullying has occurred, they shall take appropriate disciplinary action and if it is believed that criminal charges may be pursued against the perpetrator, the principal shall consult with the school's resource officer and the Superintendent to determine if criminal charges are warranted. If it is determined that criminal charges are warranted, the local law enforcement agency shall be notified.

The investigation shall be completed within fourteen school days from the date of the report. The parents or guardians shall be contacted upon completion of the investigation and informed of the results, including whether the allegations were found to be factual, whether a violation of this policy was found, and whether disciplinary action has or shall be taken. At a minimum the Principal or their designee shall contact the parents or guardians as to the status of the investigation on a weekly basis.

Disciplinary actions for students who have committed an act of bullying or retaliation shall be in accordance with district disciplinary policies.

Each school shall document any incident of bullying that is reported per this policy and a file shall be maintained by the Principal or designee. A monthly report shall be provided to the Superintendent.

Confidentiality shall be maintained to the extent consistent with the school's obligations under law.

Retaliation

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying, shall be prohibited.

Target Assistance

The school district shall provide counseling or referral to appropriate services, including guidance, academic intervention, and protection to students, both targets and perpetrators, affected by bullying, as necessary.

Training and Assessment

Annual training shall be provided for school employees and volunteers who have significant contact with students in preventing, identifying, responding to, and reporting incidents of bullying.

Age-appropriate, evidence-based instruction on bullying prevention shall be incorporated into the curriculum for all K to 12 students.

Publication and Notice

Annual written notice of the relevant sections of the bullying prevention and intervention plan shall be provided to students and their parents or guardians, in age-appropriate terms.

Annual written notice of the bullying prevention and intervention plan shall be provided to all school staff. The faculty and staff at each school shall be trained annually on the bullying prevention and intervention plan applicable to the school.

Relevant sections of the bullying prevention and intervention plan relating to the duties of faculty and staff shall be included in the school employee handbook.

The bullying prevention and intervention plan shall be posted on the school district website.

LEGAL REFS.:

- Title VII, Section 703, Civil Rights Act of 1964 as amended
- Federal Regulation 74676 issued by EEO Commission
- Title IX of the Education Amendments of 1972
- 603 CMR 26:00
- M.G.L. 71:37O; 265:43, 43A; 268:13B; 269:14A

REFERENCES:

- Massachusetts Department of Elementary and Secondary Education's Model Bullying Prevention and Intervention Plan

CROSS REFS.:

- AC, Non-Discrimination and Access to Equal Educational Opportunity
- ACAB, Sexual & Sex- Based Harassment and Retaliation
- JIC, Student Discipline
- JICFA, Prohibition of Hazing

SC Policy: JRA and JRA-R

STUDENT RECORDS

JRA Adopted March 26, 2025

To provide students with appropriate instruction and educational services, it is necessary for the school district to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student´s parent/guardian and/or the student in accordance with law, and yet be guarded as confidential information.

Student health records are part of a student's temporary record and as such are protected from disclosure to third parties without the written consent of the eligible student or parent/guardian. These records are accessible to the eligible student, the student's parent/guardian, and authorized school personnel.

Under G. L. c.111, s.70F, a health care provider cannot disclose information about an individual's AIDS/HIV status without specific, informed, written consent of the individual. Therefore, it is recommended that school nurses keep this information in a separate confidential part of the health record, as personal nursing notes. Under 603 CMR 23.04, information that is maintained in the personal files of a school employee is not part of the student record if it is not accessible to or revealed (written or

orally) to authorized school personnel or third parties. The information may be shared with the student and with a substitute or replacement nurse without becoming a part of the student's temporary record.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements and shall obtain a copy of the state student records regulations. The temporary record of each student will be destroyed no later than seven years after the student transfers, graduates, or withdraws from the School District. Written notice to the eligible student and their parent/guardian of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student´s transcript may only be destroyed 60 years following their graduation, transfer, or withdrawal from the school district.

The Committee wishes to make clear that all individual student records of the school district are confidential. This extends to giving out individual addresses and telephone numbers.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10; 71:34A, B, D, E, H

603 CMR 23.00

M.G. L. c.111, s.70F

603 CMR 23.04

JRA-R Adopted March 26, 2025, Amended August 20, 2025

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L. c.71, s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the Commonwealth," and under M.G.L. c.71, s.34F which directs that "the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records and is to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to ensure parent/guardian and students´ rights of confidentiality, inspection, amendment, and destruction of students´ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

1. These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student´s parent/guardian.

2. If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent/guardian, or either one acting alone, shall exercise these rights.

3. If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent/guardian may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent/guardian, except the right to inspect the student record, by making such request in writing to the school Principal or Superintendent of Schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c.71, s.34E, the parent/guardian of a student may inspect the student record regardless of the student´s age.

4. Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a school committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

1. School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

2. Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

3. The evaluation team that evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01(4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team, which evaluates school-age children pursuant to M.G.L. c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student´s father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c. 71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c.766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative, and the governing body of an M.G.L. c.71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a school committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a school committee maintains information relative only to the person´s employment by the School Committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student´s name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The terms as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent/guardian, or authorized school personnel.

Log of Access: A log shall be kept as part of each student´s record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position, and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to:

a. Authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record;

b. Administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and

c. School nurses who inspect the student health record.

Access of Eligible Students and Families - The eligible student or the parent, subject to the provisions of 603 CMR 23.07 (5), shall have access to the student record. Access shall be provided as soon as practicable and within ten days after the initial request, except in the case of non-custodial parents as provided in 603 CMR 23.07 (5). Upon request for access, the entire student record regardless of the physical location of its parts shall be made available.

1. Upon request, copies of any information contained in the student record shall be furnished to the eligible student or the parent. A reasonable fee, not to exceed the cost of reproduction, may be charged. However, a fee may not be charged if to do so would effectively prevent the parents or eligible student from exercising their right, under federal law, to inspect and review the records.
2. Any student, regardless of age, shall have the right pursuant to M.G.L. c. 71, section 34A to receive a copy of his/her transcript.

3. The eligible student or the parent shall have the right upon request to meet with professionally qualified school personnel and to have any of the contents of the student record interpreted.
4. The eligible student or the parent may have the student record inspected or interpreted by a third party of their choice. Such third party shall present specific written consent of the eligible student or parent, prior to gaining access to the student record.

Access of Third Parties. Except for the provisions of 603 CMR 23 .07(4)(a) through 23 .07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or the parent. When granting consent, the eligible student or parent/guardian shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record. Except for the information described in 603 CMR 23 .07(4)(a), personally identifiable information from a student record shall only be released to a third party on the condition that he/she will not permit any other third party to have access to such information without the written consent of the eligible student or parent.

a. A school may release the following directory information: a student´s name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23 .07 and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

a. A non-custodial parent is eligible to obtain access to the student record unless:

   1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

   2. The parent has been denied visitation or has been ordered to supervised visitation, or

   3. The parent´s access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record.

b. In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:

   1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07(5)(a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and

   2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent´s custody.

c. The non-custodial parent must submit a written request for access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23 .07(5)(a).

d. Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English• and the primary language of the custodial parent, that it will provide the non-custodial parent with access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23 .07(5)(a).

e. The school must delete the address and telephone number of the student and custodial parent from student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

f. Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. c.71, s.34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

a. The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

b. The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

LEGAL REFS: Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34 A, B, D, E, H

Board of Education Student Record Regulations adopted 2/10/75, as amended June 2002

603 CMR: Dept. Of Education 23.00 through 23:12

Mass Dept. Of Education publication Student Records: Questions. Answers and Guidelines, Sept. 1995

SC Policy - IJNDB

Staff Technology Responsible Use Policy

Policy Reference: IJNDB (Updated Version)

Staff Technology Responsible Use Policy (RUP)

1. INTRODUCTION & PURPOSE OF EDUCATIONAL TECHNOLOGY The Dudley-Charlton Regional School District (DCRSD) provides school networks, computers, online learning platforms, and internet access to support the District's teaching, administrative, and daily school operations. Access to these technological resources is a professional privilege extended to authorized District staff (including full-time employees, substitutes, and contractors), not a right. While this policy mirrors the core values of responsibility, safety, and respect found in our Student Responsible Use Policy, it establishes the higher legal, ethical, and supervisory standards required of all individuals paid by the District. This policy applies to all covered District staff regardless of whether technology is accessed on school grounds or from a remote location. PRIVILEGE STATEMENT: The use of DCRSD network services, digital infrastructure, and District-owned hardware is an educational privilege extended to District staff, not a right. This privilege may be restricted, suspended, or completely revoked by District administrators at any time for breaking the rules, tampering with equipment, or inappropriate behavior.

2. SUPERVISION, MONITORING, AND EXPECTATION OF PRIVACY DCRSD carefully balances the educational utility of information networks with strict legal compliance and individual safety. In alignment with federal mandates and state regulations, the District maintains a rigorous monitoring framework.

• No Expectation of Privacy: Covered District staff (including full-time employees, substitutes, and contractors) should not expect privacy or confidentiality for anything they create, store, send, delete, receive, or view on the school network, communication systems, cloud accounts, email boxes, or District-owned hardware even if utilized for personal, incidental reasons.

• Core District Accounts and Systems: The DCRSD network uses a secure digital network where staff accounts provide access to sensitive school information, emails, and learning tools. District staff members are required to actively protect their professional digital identity and maintain absolute command over all District-issued credentials, with an emphasis on our core systems: Google Workspace, Microsoft Windows domain and Student Information Systems (SIS).

• Administrative Audit Rights: The District routinely monitors, logs, and tracks network traffic, file server allocation, application data, and electronic mailboxes without prior notice. Authorized District administrators have the right to run security and policy compliance reviews of District staff accounts and devices at any time to preserve system security, ensure policy adherence, or fulfill statutory public records requests.

• Network Interventions: District staff must refrain from discussing active or potential lawsuits via internal email platforms, as these electronic messages are not legally protected or private, and can be used as evidence if there is a lawsuit against the District.

3. DISTRICT STAFF ROLES AND RESPONSIBILITIES To preserve the security, integrity, and absolute safety of the learning environment, all District staff (including full-time employees, substitutes, and contractors) are required to adhere strictly to the following core guidelines of responsible digital citizenship:

A. Respect and Protect the Integrity, Security, and Availability of Resources

• District staff shall utilize District technology hardware, applications, licenses, and networks only for school-related work, administrative tasks, and approved educational purposes.

• District staff must never engage in any form of computer vandalism, physical destruction, hacking attempts, or unauthorized system configurations.

• Changing core system settings, installing unapproved third-party software applications, downloading unapproved code or scripts, or deliberately introducing viruses onto District units by any District staff member is strictly prohibited. B. Respect and Protect Account Privacy and Credentials

• Google Workspace as the Primary Management Tool: The District Google account is the foundational tool for District staff to manage student workflows, complete administrative tasks, and communicate with colleagues, students, and parents. Continuous access to this account is a mandatory, non-negotiable requirement of daily professional duties for all individuals paid by the District.

• The Student Information Systems (SIS): Access to the District's SIS is critical for District staff to maintain accurate student records, track attendance, input grades, and view medical or emergency alerts. Because the SIS contains highly sensitive personal data, District staff bear an enhanced security responsibility toward these credentials.

• Third-Party Authentication via Clever: The District Google account serves as the main sign-in portal to log District staff members into a vast array of third-party educational software, digital curriculum components, and instructional platforms through the Clever single sign-on portal.

• Mandatory Multi-Factor Authentication (MFA/2SV): All District staff are required to successfully enroll in, configure, and maintain Google 2-Step Verification (2SV) and any other Multi-Factor Authentication (MFA) protocols deployed by the District. Disabling, bypassing, or attempting to circumvent 2SV or MFA protocols by any staff member is strictly prohibited.

• Absolute Personal Accountability ("No Excuses"): District staff members are entirely responsible for knowing their passwords and maintaining their authentication factors for all District accounts. Forgetting an account password, failing to have an approved authentication device available, or neglecting to properly configure 2FA/2SV is not an acceptable excuse for District staff missing operational deadlines, failing to submit grades on time, or omitting mandatory administrative or instructional work.

• Credential Confidentiality & Identity Integrity: All network IDs, user accounts, and passwords must be kept strictly secure by District staff. District staff are explicitly prohibited from using another individual's password, pretending to be another user, or accessing files and communications belonging to anyone else. Passwords must never be written down in visible spaces or shared among staff members.

• Unattended Active Sessions: District staff users are personally responsible for all activity occurring under their logged-in session. District staff must never leave an active computer session, an open SIS portal, an electronic gradebook, or personal files unattended.

• Administrative Access Restrictions: District staff must not attempt to log on with system administrator privileges, bypass school security rules, override system restrictions, or use unauthorized encryption to hide

online activity from school monitoring. Supervised account access credentials for District-affiliated web spaces or social media channels must be shared by District staff with a direct supervisor upon request and never shared with students or volunteers. C. Provide for the Safety and Privacy of Self and Others

- FERPA Compliance & PII: In compliance with the Family Educational Rights and Privacy Act (FERPA), District staff must maintain the absolute privacy of confidential information and personally identifiable information (PII) concerning students and fellow personnel.

- Media Consent Verification: District staff must never publish or transmit student educational records, PII, or identifiable student photographs online without verifying explicit, written parental or guardian consent via the school's official records.

- Secure Storage Restrictions: Student records and sensitive data must only be processed and stored by District staff on systems and devices explicitly approved by the District. District staff are strictly prohibited from storing confidential information on unencrypted portable media or unauthorized private devices.

- Software Vetting & Database Alignment: District staff must only utilize third-party applications, cloud services, software, or digital apps that have been vetted and approved by District administration. Unapproved tools require District staff to complete the formal Digital Resource Request procedure before deployment with students.

- Recording Consent: Capturing or distributing audio recordings, video recordings, or photographs of students or fellow employees by District staff without the explicit consent of all affected parties and administrative authorization is strictly prohibited. D. Respect and Practice the Principles of Community and Respect

- Social Media and Digital Boundaries: District staff must fully adhere to the regulations outlined in the District’s official Social Networking Policy EDC regarding all online communication, publications, and networking profiles.

- Strict Boundary Separation: District staff must completely refrain from "friending," following, or establishing personal electronic relationships with current students on any personal social media accounts or private networking profiles.

- Official Account Approval: Prior administrative or supervisory approval is mandatory before any District staff member creates, publishes, or operates any District-affiliated or school-related social media page, website, or digital account. Approved accounts must be registered using an official District email address.

- Public Interaction Management: No social media channel managed by District staff covered by this policy shall permit public comments unless explicitly authorized by a supervising administrator.

- Conduct and Reputation Standard: District staff must remain cognizant that digital searches can expose personal postings, comments, and interactions. Given their status as District representatives, all individuals paid by the District are held to a professional standard of digital conduct on social media and other web platforms that directly reflects upon their reputation and that of the District.

4. RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS The integration of Generative AI platforms is governed by the guidelines below, in strict compliance with the District's comprehensive Artificial Intelligence Policy IJNDBB:

• Responsible & Ethical Use: District staff are required to model positive digital citizenship and ensure that any deployment of Artificial Intelligence platforms aligns with established academic integrity and copyright rules.

• Compliance with District Guidelines: Prior to utilizing generative AI tools for instructional or administrative tasks, District staff must read, understand, and agree to follow the specific generative AI guidelines authorized by the District.

• Data Safeguarding in AI Models: District staff are strictly prohibited from inputting confidential student records, employee PII, or secure District operational data into external, third-party generative AI models or unvetted platforms.

5. PERSONAL SOFTWARE & SUBSCRIPTION LICENSES

• Approved Purchasing and Licensing: All software applications, digital services, and instructional platforms utilized by District staff on District infrastructure or deployed in classrooms must be officially purchased, vetted, and approved through designated DCRSD procurement channels.

• Banned Sharing of Private Subscriptions: District staff are strictly prohibited from importing, sharing, or deploying personal software subscriptions, private educational licenses, or unpurchased third-party tools within the District environment without explicit administrative clearance.

• Copyright Compliance: Downloading, copying, or distributing illegally obtained media, licensed audio files, software cracks, or proprietary applications by District staff is strictly forbidden. District staff must comply with all federal copyright regulations.

6. DIGITAL COPYRIGHT INFRINGEMENT & SUBSCRIPTION RESTRICTIONS DCRSD demands absolute compliance from District staff regarding federal copyright laws, license agreements, and copyright laws:

• Classroom Movie Screening Restrictions: The playing of full-feature movies, premium television shows, or commercial streaming content in class by District staff is strictly regulated under US Copyright Law (Title 17, USD). District staff may only screen full-length feature films without a public performance license if the movie is a direct part of live classroom teaching directly tied to the curriculum, takes place in a classroom devoted to instruction, and utilizes a legally acquired copy. Screening full-feature movies for non-instructional, recreational, reward, or entertainment purposes by District staff without an explicit public performance license is an explicit violation of federal law and is strictly prohibited on District grounds.

• Subscription and License Sharing Ban: District staff members are prohibited from sharing personal software subscriptions, personal streaming media accounts (e.g., Netflix, Disney+, Spotify, Hulu), or individual digital instructional licenses with other staff members, students, or classrooms using District hardware or networks. All digital tools, applications, and assets deployed by District staff in classrooms must be properly licensed through official District procurement channels and utilized in strict accordance with their specific terms of service.

7. LEGAL COMPLIANCE & CONTENT FILTERING

• Content Filtering Safeguards: In compliance with the Children's Internet Protection Act (CIPA), the District uses

specialized filtering software to block access to materials deemed harmful to minors.

- Circumvention Prohibited: District staff are strictly prohibited from using Virtual Private Networks (VPNs), anonymous proxies, private wireless hotspots, or any other software/hardware configurations designed to bypass, disable, evade, or alter the District's internet content filtering profiles or firewalls. This restriction applies to District equipment utilized by staff as well as personal staff devices connected to the District's guest network.
- Prohibited Media Actions: District staff must not create, download, intentionally view, store, print, or transmit files, documents, or graphics that contain profanity, obscenity, pornography, or language that is abusive, harassing, or harmful to minors.

8. PERSONAL STAFF DEVICES (BYOD) The use of personal technology hardware on District property by District staff is restricted under the following conditions to keep the school network secure and running smoothly:

- Mandatory Guest Network Connection: Personal devices owned by District staff members are permitted to connect only to the designated District guest Wi-Fi network. Attempting to connect personal staff devices to the core internal networks, secure staff domains, or physical network switches is strictly prohibited.
- Absolute Absence of IT Support: There is no technical support provided by the IT Department or District personnel for any personal hardware or software owned by District staff. Troubleshooting, configuration, updates, connectivity diagnostics, and maintenance remain entirely the responsibility of the individual staff device owner.
- Immediate Network Disconnection: If a personal device owned by a District staff member is determined to be causing network issues, slowdowns, unusual data traffic, or security disruptions, it will be immediately disconnected from the network by system administrators without prior notice or warning.

9. DEVICE LOGISTICS, CARE, AND FINANCIAL LIABILITY While District staff use assigned District technology assets to complete professional requirements, the following fundamental expectations apply to all staff technology use within the District:

- Instructional Independence: District staff members should never be 100% reliant on the use of technology to deliver educational content.
- Contingency Preparedness: District staff must always be prepared to teach without digital tools or internet access. In the event that devices, cloud applications, or network availability are limited or disrupted, District staff are expected to easily switch to traditional teaching methods (like paper, books, offline media or whiteboards) to ensure student learning continues without disruption.
- Exclusion of Personal Libraries: District storage systems, local hard drives, and cloud-managed infrastructure are reserved solely for professional and academic data. District staff are strictly prohibited from storing private personal files, including personal photo backups, video archives, or digital music libraries, on District assets.
- Public Records & Exposure Risk: All data composed, transmitted, or stored by District staff via District networks or hardware are public records open to public records requests and legal reviews.

  Conducting school business by District staff via private accounts can legally subject a staff member's personal communication logs and private devices to public records requests and legal subpoenas.
- Incidental Personal Use Permitted: The District allows brief, infrequent personal technology use by District staff (such as occasional personal messaging or intermittent web browsing). This use must strictly occur on staff personal time, must not interfere with professional performance, and must not wastefully consume District bandwidth, printing or network storage resources.
- Institutional Use Restrictions: District staff are prohibited from using District technology resources to conduct employee union business, promote religious causes, support political campaigning, or operate private commercial businesses.
- Active Student Monitoring: District staff must make continuous, reasonable efforts to actively supervise and guide student internet and technology device use during instructional blocks.
- Digital Citizenship Advocacy: District staff instructors are required to actively educate and model appropriate online behavior, secure social network interactions, cyberbullying awareness, and proactive response strategies.

- Mandatory Incident Reporting: District staff members bear a strict professional obligation to intercede and immediately report any known or suspected student misuse of District technology resources.
- Cyberbullying Intervention: District staff must promptly report any instances of digital harassment, intimidation, or cyberbullying between students to building administration, regardless of whether the activity originates on District-owned infrastructure or private devices.

10. ENFORCEMENT AND DISCIPLINARY CONSEQUENCES Violations of any segment of this Staff Technology Responsible Use Policy by any District staff member will be reported immediately to school administrators. Consequences will be adjusted to the specific severity and frequency of the infraction:

- Loss of Access: The temporary restriction or permanent revocation of network access and hardware privileges for the offending District staff member.
- Disciplinary Action: Progressive disciplinary action up to and including the formal termination of employment or contract termination for District staff.
- Legal Referral: Immediate referral of the responsible District staff member to local, state, or federal law enforcement authorities for activities constituting a criminal offense.
- Financial Liability: Personal financial responsibility imposed on the District staff member for the repair or total replacement of hardware systems damaged through direct staff acts of negligence, vandalism, or non-compliance.

11. DISTRICT WARRANTIES AND NETWORK LIABILITY DISCLAIMERS OFFICIAL POLICY DISCLAIMER (IJNDB): The Dudley-Charlton Regional School District makes no warranties of any kind, whether expressed or implied, for the digital infrastructure, network service, or internet access it provides to District staff. The District will not be held responsible for any damages or losses a District staff member may suffer, including but not limited to loss of data resulting from transmission delays, non- deliveries, mis-deliveries, or service interruptions caused by technical errors or staff oversight. The District is not responsible for the accuracy, reliability, or quality of informational data obtained by District staff through external networks. Use of any data obtained via DCRSD systems is strictly at the District staff member's own risk. Financial transactions or obligations arising through the unauthorized use of network channels by District staff are the sole liability of the individual staff member.

Statutory Framework:

- Children's Internet Protection Act (CIPA), 47 U.S.C. § 254(h)
- Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§ 6501-6506
- Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g
- Massachusetts General Laws Chapter 71, Section 37H (Student Conduct & Cyberbullying regulations)

DCRSD STAFF TECHNOLOGY AGREEMENT & SIGN-OFF FORM

Please review, check the compliance boxes, and sign below. This form must be completed before the District can activate your digital access or deploy your device.

STAFF AGREEMENT FRAMEWORK

☐ Core Compliance: I have received, read, and fully understand the DCRSD Staff Technology Responsible Use Policy (RUP). As a recognized District staff member (full-time employee, substitute, or contractor), I agree to strictly follow all behavioral framework guidelines, specifically respecting the core standards of professional digital citizenship.

☐ Monitoring Awareness: I understand that my District-assigned staff user account, email channels, documents, and network activities are the property of the District and are actively monitored for safety, security, and instructional alignment.

☐ Respecting School Content Filters: I acknowledge that any attempt by District staff to bypass or alter school web filters through VPNs, proxy systems, or personal cellular hot spots is an explicit policy violation subject to immediate loss of technology privileges.

☐ Disciplinary Acknowledgment: I understand that any violation of this policy by District staff may result in the suspension or permanent cancellation of my network access, classroom-based consequences,

administrative suspension, termination of employment/contract, or legal action.

☐ Personal Device Liability: I acknowledge that if I choose to bring a personal electronic device onto school grounds, I do so at my own risk. I understand that DCRSD assumes no financial or physical responsibility for lost, stolen, or damaged personal devices, and that the IT Department will provide no technical support or diagnostic assistance for non-District hardware.

SC Policy – IJNDBB

Use of Artificial Intelligence Tools

Use of Artificial Intelligence Tools

Purpose The Dudley Charlton Regional School District recognizes that artificial intelligence (AI) tools and technologies are increasingly present in education, the workplace, and daily life. When used responsibly, these tools can support teaching and learning, enhance operational efficiency, and help prepare students for a rapidly evolving digital world. The purpose of this policy is to establish clear expectations for the ethical, responsible, and educationally appropriate use of AI tools within the District. This policy affirms that AI should support human learning, creativity, and professional judgment rather than replace them. The District is committed to promoting AI fluency, protecting student and employee data, maintaining academic integrity, addressing issues of bias and access, and ensuring that the use of AI tools aligns with district priorities and applicable law. This policy establishes general expectations for the use of AI tools in the District's instructional and operational environments and directs the Superintendent to develop and maintain administrative guidelines to support implementation.

Definitions

Artificial Intelligence (AI)

AI refers to computer systems designed to perform tasks that normally require human intelligence, including learning, reasoning, problem-solving, and decision-making. These systems may generate content, make predictions, analyze data, or adapt their outputs based on new information.

Generative AI

Generative AI is a form of artificial intelligence capable of creating new content such as text, images, audio, video, or code in response to prompts or other inputs.

AI Fluency

AI fluency refers to the ability to understand, evaluate, and appropriately use AI systems. It includes recognizing the capabilities and limitations of AI, critically assessing outputs for accuracy and bias, and applying sound judgment in the ethical, responsible, and effective use of AI tools in learning, work, and decision making.

AI Generated Content

AI generated content refers to any text, image, audio, video, code, or other media created in whole or in part through the use of generative AI tools.

Approved Artificial Intelligence Tools

Approved AI tools are District software applications or platforms that have been reviewed and authorized for districtwide instructional, operational, or administrative use in accordance with District data privacy, security, and instructional standards.

Consequential (High-Stakes) Decision

A consequential decision is one that materially affects a student's or employee's status, opportunities, or rights. This may include grading, scoring, assessment outcomes, course or program placement, promotion or retention, discipline, special education eligibility or services, and personnel decisions. AI may offer information in support of such decisions but shall not make them; final responsibility remains with the

educator or appropriate district personnel.

Personally Identifiable Information (PII)

Personally identifiable information refers to information that can be used to identify, contact, or reasonably trace an individual either directly or indirectly.

Data Privacy Agreement

A data privacy agreement is a written agreement, contract, memorandum of understanding, or legally binding set of terms between the District and a third-party provider of software, digital services, or artificial intelligence tools that governs the collection, access, storage, use, sharing, protection, retention, and deletion of District data and personally identifiable information.

Approval of AI Tools

AI tools proposed for districtwide use shall require prior approval by the Superintendent or designee.

Prior to approval, AI tools shall be reviewed by appropriate district personnel, which may include educators, instructional leadership, technology staff, student services personnel, and administration. Tools must comply with district policies, procedure, and regulations related to data privacy and security requirements and applicable federal and state laws governing student and employee data privacy.

Tools shall have a data privacy agreement specifying that District data and personally identifiable information will not be used to train, improve, or develop the provider's or any third party's AI models; will not be retained longer than necessary to provide the contracted service; and will not be sold, shared, or otherwise reused for any purpose beyond those expressly authorized by the District.

In evaluating district approved tools, the District will consider educational value, age appropriateness, alignment with curriculum and district goals, data privacy and security protections, potential bias and access considerations, cost and sustainability, and compliance with applicable laws, regulations and district policies.

The District will maintain a list of approved AI tools authorized for instructional and operational use.

The District recognizes that AI tools are widely accessible and may be encountered by students and staff outside of district approved platforms and systems. The District reserves the right to immediately restrict or prohibit the use of any AI tools that:

- Do not meet district policies, procedure, and regulations related to data privacy and security
- Present risks related to student or staff data security
- Contain content or features that are not age appropriate
- Demonstrate or present demonstrated risk of bias, misinformation, or unreliable outputs
- Are inconsistent with instructional goals or district priorities
- Create operational, legal, or financial concerns for the Dudley-Charlton RSD

District staff and students shall comply with all district restrictions or limitations related to AI tools and platforms.

Guiding Principles for the Use of AI

The District affirms the following guiding principles regarding artificial intelligence.

1. Human judgment remains central to education. AI should support but will not replace teachers, administrators, or students in the learning process.

2. Student learning must prioritize critical thinking, creativity, and independent mastery of knowledge and skills.

3. AI systems may contain inaccuracies, bias, or misinformation and must be evaluated critically.

4. The District will work to ensure that access to AI tools supports student learning and does not create barriers or disparities among students.

5. Transparency regarding the use of AI supports responsible digital citizenship and strengthens trust within the learning community.

6. AI should be used in ways that respect privacy, intellectual property, and the rights and dignity of others.

Guidelines for Student Use

1. Students may use AI tools only in accordance with teacher direction and District expectations.

2. Students may use approved AI tools to support learning activities such as research, idea generation, practice exercises, accessibility supports, or study aids when permitted by instructional staff.

3. Students must acknowledge or cite the use of AI tools when required by instructional staff. Examples may include identifying the use of AI within a bibliography, citation page, footnote, written acknowledgment, submission statement, prompt history, or other format established by the teacher or instructional staff member.

5. Students may use AI tools independently for support purposes such as organization, brainstorming, outlining, study guides, practice questions, research support, or skill development when permitted by instructional staff or when used as an accessibility support. AI tools shall be used to support learning and skill development and not as a substitute for original student thinking, analysis, creativity, or demonstrated understanding.

6. Students may not enter personal information, confidential information, or sensitive data into AI tools.

6. Student use of AI must comply with all district policies related to academic integrity, responsible technology use, and student conduct.

Parent Requests for Alternative Instruction

The District recognizes that parents and guardians may have questions regarding the use of artificial intelligence as part of classroom instruction. A parent or guardian who objects to their student's direct use of a District-approved artificial intelligence tool as part of a specific teacher- designed instructional activity may submit a written request to the building principal for consideration of an alternative instructional activity.

The principal, in consultation with the classroom teacher, shall review the request and determine whether a reasonable alternative instructional activity may be provided that enables the student to demonstrate mastery of the same learning standards and instructional objectives. Alternative instructional activities shall not alter required curriculum, exempt a student from required coursework, assessments, or graduation requirements, or fundamentally change the instructional objectives of the lesson.

This provision applies only to instructional activities that explicitly require a student's direct use of an approved artificial intelligence tool. It does not apply to artificial intelligence used by District employees for instructional planning, assessment development, accessibility, communication, administrative functions, or other professional responsibilities, nor does it apply to artificial intelligence features embedded within District-approved software, educational platforms, productivity applications, accessibility tools, security systems, or other technologies used to support instruction or school operations.

Guidelines for Staff Use

1. Educators may use approved AI tools to support instructional planning, curriculum development, differentiation, accessibility, assessment preparation, communication, and professional productivity.

2. AI may be used to support educators but will not replace professional judgment, instructional design, or direct engagement with students or educator responsibility for instructional and high stakes decisions. Final decisions related to grading, scoring, assessment outcomes, student placement, discipline, special education determinations, recommendations, or other significant educational decisions shall remain the responsibility of the educator or appropriate district personnel.

3. Educators and district personnel may not enter student records, personally identifiable information, or confidential district data into AI tools unless the platform has been approved for districtwide use and complies with district privacy standards.

4. Educators should clearly communicate expectations regarding the appropriate use of artificial intelligence in their classrooms.

5. Educators and district personnel shall acknowledge the use of AI when such use materially contributes to instructional, evaluative, operational, or public facing work products.

Administrative and Operational Use

1. AI may be used to support administrative and operational functions such as drafting communications, supporting data analysis, assisting with planning activities, and developing initial drafts of documents.

2. All AI generated outputs used for official district purposes must be reviewed by district personnel prior to uses

3. District leadership will monitor the impact of AI tools on instructional practices, student learning, and district operations.

Data Privacy and Security

All use of AI within the District must comply with applicable data privacy laws including the Family Educational Rights and Privacy Act (FERPA) and the Children’s Online Privacy Protection Act (COPPA).

Personally identifiable information, confidential information, student records, employee records, protected educational information, special education information, health related information, disciplinary information, or other sensitive District data may not be entered into AI systems unless the platform has been formally approved for districtwide use, is subject to an appropriate data privacy agreement or contractual protection, and complies with District expectations related to privacy, security, data retention, and authorized access.

The District reserves the right to limit, monitor, suspend, restrict, or prohibit the use of any AI platform,

feature, integration, or application that presents concerns related to privacy, confidentiality, cybersecurity, data ownership, reliability, bias, operational integrity, or legal compliance.

The District will prioritize the use of AI tools that protect user privacy and limit the retention or reuse of user entered data and provide appropriate safeguards related to student and employee information.

Prohibited Uses The following uses of AI are prohibited.

1. Using AI to complete assignments without permission from a teacher.
2. Submitting AI generated content as original work without proper acknowledgment.
3. Creating or distributing harmful, discriminatory, or inappropriate content.
4. Generating impersonations, deepfakes, or misleading representations of individuals.
5. Using AI to harass, bully, or intimidate others.
6. Entering confidential or personally identifiable information into unapproved systems.
7. Using AI in any way that violates district policies, student conduct rules, or applicable law.

Consequences for Violations

Violations of this policy may result in disciplinary action in accordance with the student handbook, staff contracts, and applicable district policies. Consequences may include restriction of access to AI tools, academic consequences, disciplinary action, or other appropriate responses depending on the nature of the violation.

Artificial Intelligence Implementation Guidelines The Superintendent shall develop and maintain administrative guidelines to support the implementation of this policy. These guidelines shall provide direction regarding:

1. Procedures for reviewing and approving AI tools
2. Expectations for staff and student use
3. Professional development related to AI fluency
4. Communication with students and families
5. Considerations related to bias and access
6. Processes for monitoring and evaluating the use of AI within the District

The Superintendent may revise these guidelines as needed to respond to evolving technology, instructional practices, and legal requirements.

Policy Review Because AI technologies continue to evolve rapidly, this policy shall be reviewed annually to ensure that it remains current, effective, and aligned with educational best practices. Legal References Family Educational Rights and Privacy Act (FERPA) Children’s Online Privacy Protection Act (COPPA) Massachusetts General Laws Chapter 71 603 CMR Student Records Regulations School Committee Policy Cross References

EDC – Social Networking

IJNDB – Staff Responsible Use
IGA – Curriculum Evaluation, Development
IJNDBA – Student Responsible Use and Adoption J
IC – Student Discipline
IJ – Instructional Materials
JICFB – Bullying Prevention
IJL – Library/Media Materials Selection
JIH – Student Search and Seizure Adoption, and Reconsideration J
RA – Student Records
JRA-R – Student Records

SC Policy EDC

SOCIAL NETWORKING

Adopted Date: September 14, 2011, Amended July 16, 2014

1. Internet Acceptable Use Policy still in force

This policy is adopted in addition to, and not as a substitute for, the Dudley-Charlton Regional School District's Internet Acceptable Use Policy, IJNDB and IJNDBA, which governs the use of the school District's technological resources.

2. General Concerns

The Dudley-Charlton Regional School District recognizes the proliferation and, in some instances, usefulness of online conversation between staff members and students or between staff and students' parents/guardians. However, due to the nature of social networking sites, there exists a risk that, without care and planning, appropriate boundaries may not be maintained between one's professional life and personal life, and between staff and students. Staff members must always be mindful of how they present themselves to the world online and otherwise.

Should a staff member *friend* a student on Facebook, subscribe to a student's Twitter account, regularly engage in email chat with a student, exchange text messages with students, or engage in other electronic communication, the District is concerned, and the staff member should be concerned, that such activities may undermine the staff member's authority to maintain discipline, may encourage inappropriate behaviors and may compromise the staff member's ability to remain reasonably objective in dealings with his/her students and the assessment of these students. As District staff, we should also be mindful of the risks posed to students' and others' rights of privacy and confidentiality, to other staff members, and to the District in the event of unreasonable or illegal breach of such rights, whether intentional or caused by a failure to exercise due care.

3. Expectations of Staff

With these concerns in mind, the District has adopted and will publish this Social Networking Policy so as to clearly inform the staff and others of the District's expectations and requirements concerning staff members' use of social networks such as Facebook, LinkedIn, Twitter, personal email accounts, text message features of cell phones, use of blogs, and other electronic or technologically based communication systems.

1. Before endeavoring to establish any social networking account, a staff member should carefully familiarize himself or herself with the features of any such account. For example, Facebook requires account holders to take specific steps to privatize the information they place online. Staff must educate themselves to these features of Facebook or any other social networking site selected. Staff will be held responsible should any information intended to be private become public due to ignorance of the features of the social network he/she has decided to use or his/her failure to properly use such features.

2. District staff must also know that any information intended to be shared privately with a recipient could be redistributed by such recipient, or become public due to the staff member's knowledge or consent. The same principles that apply to in- person or written communication must be applied to

online and other electronic communication. In essence, nothing posted online or electronically communicated is ever truly private.

3. Employees of the District are required as a condition of employment to keep the boundary line between professional life and personal life clearly drawn. Despite the proliferation of social networking sites, the District maintains the expectation that its staff members will exercise the requisite forethought in all electronic communications to be sure that the aforementioned boundary line never becomes blurred.

   For example, if the District does not maintain a web portal for communications with students and families and a staff member wishes to establish a Facebook account through which he or she will communicate, he or she should establish a Facebook identity that is separate from his/her personal Facebook identity. He/she must use his/her educational Facebook account, exclusively, to communicate with students and their families on matters directly related to education being provided by the District. The *friends* associated with such educational Facebook account should be limited to members of the educational community, such as administrators, teachers, students, and parents/guardians of such students. Staff members must reject *friend* requests from individuals who do not fit into any of these categories.

4. At all times, and in the use of any form of communication, staff members must maintain student privacy rights and the rights of employees and others to have their personal and medical information kept confidential. Information that is protected by law from disclosure to third parties shall not be communicated in a way that unreasonably exposes such information to access or retrieval by those third parties. (For example, no such information shall be sent online or by other electronic communication unless adequately encrypted.) By way of illustrative example only, a staff member shall not post confidential student information on the *wall,* the information section or any part of an educational Facebook account that may be accessible to another staff member's Facebook friends associated with that account. If a staff member wishes to communicate on matters directly related to education provided by the District privately with a student through the educational Facebook account, such communication shall be conveyed only through the private email/message feature of Facebook, so that only the student may view the message and respond to it.

5. As to any matter relating to education the District is providing a student, staff members are to communicate electronically with students and parents/guardians only through school-based resources, such as school-provided email or web portal accounts. Use of one's personal email account to discuss school business with students and parents/guardians is prohibited. It should be noted that when a staff member uses his/her personal email account the communication falls within the provisions of the Massachusetts Public Records Law as well as being subject to discovery in litigation in certain circumstances. As one consequence (among others), all the staff member's personal emails would have to be searched in the event of public records request, and in the event of ambiguity much of the staff member's personal communication could well become public. Such use of personal email also prevents the archiving of such messages through the District's automatic email archiving system and might well result in a staff member and/or the District having to conduct a very expensive and time-consuming search in response to such a request.

   Staff is also discouraged from using home telephones and personal cell phones to communicate with students and their families. The provisions in #5 above, except to the extent that a particular telephonic communication does not generate a written document, apply to telephonic communication as well. And staff members at all times must bear in mind that cellular telephones do not provide secure communication, but on the contrary are susceptible to being intercepted or inadvertently overheard by third parties at any time. No conversation relating to a confidential

matter shall ever be conducted by cellular telephone except in case of an immediate emergency which precludes any other reasonable method of communication, and in the event of such an emergency communication the staff member shall prepare and submit to his or her immediate supervisor, without any avoidable delay whatsoever a written report detailing in full the need for and content of the communication.

6. If a staff member were to inadvertently convey a school-related message to a student or parent/guardian on the staff member's private account, the staff member must save such email to his/her school email account or print and save a paper copy of such email and file it in the appropriate school file, and maintain its confidentiality as he/she would any other document concerning that student. Any document created or received by a public employee in his or her capacity as such is subject to Commonwealth and federal laws regarding retention and disclosure except as specifically exempted under the public records law, as well as to discovery by court order in certain circumstances.

7. No matter what medium of communication a staff member selects, he/she should adhere to appropriate staff member/student boundaries. Staff members are role models, not students' friends. District employees are expected to always conduct themselves in accordance with this understanding.

8. This policy is not intended to infringe upon a staff member's right to speak publicly on matters of public concern, or to communicate with fellow members of their union on workplace issues, so long as such communication adheres to appropriate time, place, and manner restrictions and does not interfere with the performance of your job duties. However, when District employees speak via social networking sites or tools on matters concerning work, they speak as employees and not as citizens, and certain restrictions apply to their freedom of expression. Those restrictions are intended to preserve student safety and confidentiality, and to maintain an employee's status as a staff member who should: (a) command and receive the respect of students, (b) be able to maintain order and discipline in the classroom, and (c) remain objective with respect to their students.

9. The District has, expressly reserves, and in any situation it deems appropriate will exercise: (a) the requisite authority to monitor all communications which arise out of or in connection with one's position as an employee, including all such referenced above in the manner permitted by law; and (b) its right to take appropriate disciplinary action, up to and including discharge from employment, due to inappropriate behavior, such as failure to adhere to the standards and limitations set forth in this policy, including by way of example only, any such which undermines an employee's authority or ability to instruct or maintain control and discipline of students, compromises his/her objectivity, or is harmful to a student's safety or best interest. The District also reserves the right to advise appropriate legal officials of any violation of law. Employees should also be mindful at all times that any inappropriate communication may give rise to liability for oneself (e.g., for defamation or unreasonable invasion of privacy) and that the District could be sued in connection with same and thus incur costs of defense and other possible loss and expense. Any staff member who becomes aware of a violation of this policy should immediately notify his or her immediate supervisor of same.

10. Staff members should not access their private Facebook or other social networking accounts using school District computer resources.

11. When communicating as an employee of the District, or concerning any subject matter which falls, or which a person could reasonably perceive as falling, within the ambit of one's duties as such an employee, one must be aware that a reader may assume that he or she speaks for the District or may judge the quality of the education provided by the District based thereon. Therefore, all communications in any such circumstance must be professional at all times and must not reflect

negatively on the services which the District provides any student nor communicate any information which the employee knows, or with reasonable care should know, is inaccurate.

12. In the use of a Facebook account or other social networking site or blog, a District employee may not, without express permission from the superintendent of schools or his/her designee, use the school's logo, likeness, or any school photograph or other property belonging to the school, nor, in violation of the law, post or include any material protected by copyright or trademark. In no event shall a District employee include in any communication or posting on such an account or site, information which would allow a third party to ascertain information about a student which might place the student at risk. By way of example only, this would include a student's photograph with identifying information such as address, telephone number, birth date, school that the student attends, etc.

    (No reference to Facebook herein is intended to limit application of the policy's provisions to use of that program. All online, electronic, or computerized means of communication are subject to this policy. Given the rapid pace of technological change it is not possible to identify all proprietary or commonly named or identified means of such communications, so this policy is to be broadly construed in such a way as to effectuate the purposes expressed in Section 2 above and expressed in or reasonable to be inferred from other sections of the policy.)

M.G.L. c. 149 s. 185 WHISTLEBLOWER PROTECTIONS

An employer shall not take any retaliatory action against an employee because the employee does any of the following:

1. Discloses, or threatens to disclose to a supervisor or to a public body an activity, policy or practice of the employer, or of another employer with whom the employee's employer has a business relationship, that the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment;
2. Provides information to, or testified before, any public body conducting an investigation, hearing or inquiry into any violation of law, or a rule or regulation promulgated pursuant to law, or activity, policy or practice which the employee reasonably believes poses a risk to public health, safety or the environment by the employer, or by another employer with whom the employee's employer has a business relationship; or
3. Objects to, or refuses to participate in any activity, policy or practice which the employee reasonably believes is in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment.

(c)(1) Except as provided in paragraph (2), the protection against retaliatory action provided by subsection (b) (1) shall not apply to an employee who makes a disclosure to a public body unless the employee has brought the activity, policy or practice in violation of a law, or a rule or regulation promulgated pursuant to law, or which the employee reasonably believes poses a risk to public health, safety or the environment, to the attention of a supervisor of the employee by written notice

and has afforded the employer a reasonable opportunity to correct the activity, policy or practice.

(2) An employee is not required to comply with paragraph (1) if he: (A) is reasonably certain that the activity, policy or practice is known to one or more supervisors of the employer and the situation is emergency in nature; (B) reasonably fears physical harm as a result of the disclosure provided; or (C) makes a disclosure to a public body as defined in clause (B) or (D) of the definition for “public body” in subsection (a) for the purpose of providing evidence of what the employee reasonably believes to be a crime.

(d) Any employee or former employee aggrieved of a violation of this section may, within two years, institute a civil action in the superior court. Any party to said action shall be entitled to claim a jury trial. All remedies available in common law tort actions shall be available to prevailing plaintiffs. These remedies are in addition to any legal or equitable relief provided herein. The court may: (1) issue temporary restraining orders or preliminary or permanent injunctions to restrain continued violation of this section; (2) reinstate the employee to the same position held before the retaliatory action, or to an equivalent position; (3) reinstate full fringe benefits and seniority rights to the employee; (4) compensate the employee for three times the lost wages, benefits and other remuneration, and interest thereon; and (5) order payment by the employer of reasonable costs, and attorneys’ fees.

(e)(1) Except as provided in paragraph (2), in any action brought by an employee under subsection (d), if the court finds said action was without basis in law or in fact, the court may award reasonable attorneys’ fees and court costs to the employer.

(2) An employee shall not be assessed attorney's fees under paragraph (1) if, after exercising reasonable and diligent efforts after filing a suit, the employee moves to dismiss the action against the employer, or files a notice agreeing to a voluntary dismissal, within a reasonable time after determining that the employer would not be found liable for damages.

(f) Nothing in this section shall be deemed to diminish the rights, privileges or remedies of any employee under any other federal or state law or regulation, or under any collective bargaining agreement or employment contract; except that the institution of a private action in accordance with subsection (d) shall be deemed a waiver by the plaintiff of the rights and remedies available to him, for the actions of the employer, under any other contract, collective bargaining agreement, state law, rule or regulation, or under the common law.

(g) An employer shall conspicuously display notices reasonably designed to inform its employees of their protection and obligations under this section, and use other appropriate means to keep its employees informed. Each notice posted pursuant to this subsection shall include the name of the person or persons the employer has designated to receive written notifications pursuant to subsection (c).

CONFIDENTIALITY CONCERNING IEPS AND 504 ACCOMMODATION PLANS

All documents pertaining to the student are confidential including IEPs and 504 Plans. It is important that this confidentiality is respected as every IEP and 504 includes information relevant to the student's performance and disability. Psychological and related reports may also be included in the file. These documents are written annually and are updated throughout the year as needed.

All discussions and information shared during an IEP or 504 meeting is confidential. All comments and conversations in the student support services department are confidential and should not be discussed with others. Specific concerns regarding a student should not be discussed with anyone outside the school setting who is not directly involved with the student unless the parent has provided a written consent or release of information. Any discussions and/or recommendations regarding a student's IEP/504 Plan should only occur within the context of the Team meeting

MANDATORY REPORTING

Under MGL c. 119 §51A it is mandatory for school personnel to report child abuse and neglect to the Department of Children and Families. Please notify the principal or her/his designee when there is reasonable cause to suspect that a student under the age of 18 is suffering physical or emotional injury resulting from: 1) abuse, including sexual abuse, which causes harm or substantial risk of harm to the child's health or welfare; 2) neglect, including malnutrition, or 3) physical dependence upon an addictive drug at birth.

A copy of G.L. c. 119 §21 may be found at: http://www.mass.gov/legis/laws/mgl/119-51a.htm.

MANDATORY TRAININGS

	Required Staff Training
	Required Training First 30 days of School Year
1	Special Education and 504 regulations and DCRSD policies/procedures (start of the school year)
2	Family Educational Rights and Privacy Act (FERPA)
3	Accommodating diverse learning styles (inclusion and transition planning) and methods of collaboration between staff to support students with disabilities (include EL students as best practice and Individualized Education Planning) -Special Education Coordinators
4	Discrimination and harassment on the basis of students' race, color, sex, gender identity, religion, national origin and sexual orientation and the appropriate methods for responding to it in the school setting. (Equal Education Opportunity and Title Laws)
5	Physical Restraint Regulations and District policies/procedures
6	Bullying- all staff, including cafeteria workers, custodians, transportation providers
7	McKinney-Vento
8	Mandated Reporter (51A) - independently completed
9	DCRSD - Life Threatening Allergies and Universal Precautions
	Additional Required Trainings
10	Building Specific Trainings - e.g. diabetes awareness, student discipline
11	Ethics - every other year - independently completed
12	Suicide - every third year - independently completed

PROHIBITION AGAINST TEEN DATING VIOLENCE

Per M.G.L. 71 § 2C Dudley-Charlton Regional Schools prohibits dating violence on school grounds, at a school sponsored event, or at a school related activity, function, or program.

All complaints or reports of any alleged teen dating violence incidents on or off school grounds involving an enrolled student will be documented and promptly investigated per the appropriate entity, e.g., law enforcement.

STAFF ATTENDANCE REVIEW PROCEDURES

Standards and Indicators of Effective Teaching Practice identify consistent attendance as an indicator of effective teaching practice – Indicator IV-C2 - Professional Responsibilities: Reliability & Responsibility.

If necessary, whenever an employee exceeds five occurrences of absence or establishes a pattern due to their use of sick leave* the principal of the building to which they are assigned may conduct a non– disciplinary attendance review subject to the following terms and conditions:

1. An occurrence of absence is defined as any absence of one or more consecutive days regardless of duration.
2. Although no discipline will result from the meeting, a union representative may be present at the employee's option.
3. The following topics will be discussed at the meeting:
    a) Any assistance which the bargaining unit member believes might help avoid future absence. However, this provision creates no requirement that the employee request such assistance and/or that the employer grant the assistance requested;
    b) Any anticipated future absences in the current school year;
    c) Steps which may be taken to ameliorate the effects of absences on the students for which the unit member is responsible; and
    d) An expression by the Principal as to specific concerns, if any, which the Principal has concerning the unit members' past absences or anticipated future absences. The unit member is not expected to reply to any such concerns at this meeting.
4. Once a staff member has been absent for three consecutive absences, the building administrator will notify the Superintendent.
5. Weekly attendance will be reviewed by the designated Administrative Assistant responsible for Substitutes Online and the building Principal.

*Staff members should reference their Collective Bargaining Agreement for additional information on Article XII Sick Leave, Article XIV Temporary Leaves, and Article XV Extended Leaves

LEAVE FOR DOMESTIC VIOLENCE VICTIMS

Massachusetts General Law c.209A mandates that public and private employers with 50 or more employees grant up to 15 days of unpaid leave in any 12-month period if the employee or a covered family member of the employee is a victim of abusive behavior. Covered employers are required to notify employees of their rights and responsibilities under the law.

Key features related to employee rights and responsibilities include the following: 1) the leave must be directly related to the abusive behavior, including, for example, seeking medical attention, counseling, victim services or legal assistance; 2) employees are required to exhaust all available leave before using the unpaid domestic violence leave, unless this requirement is waived by the employer; 3) employees cannot lose any benefits accrued prior to the leave and employees are entitled to restoration of their original job or an equivalent position; 4) employees must provide employers with advance notice of their decision to utilize the leave unless a threat of imminent danger exists; and 5) employees who fail to give advance notice of the decision to utilize leave are required to notify the employer within three work days that the leave is being taken under the law.

Key features related to employer rights and responsibilities include the following: 1) employers cannot take any negative action against employees with unauthorized absences if, within 30 days of the last absence, the employee submits documentation that the absence was due to domestic violence; 2) employers may require documentation showing that the employee or the employee's family member has been a victim of abuse; and 3) employers may not retaliate or discriminate against employees for exercising their rights under the law.

The law is enforced by the Attorney General, who can seek injunctive and equitable relief against violators of the law. Additionally, employees may bring private enforcement actions under the same enforcement provisions used to pursue private claims for violations of the Massachusetts wage and hour laws. As a result of the passage of the new law, covered Massachusetts employers will need to develop domestic violence leave policies that comply with the law, update their employee handbooks, and educate their employees on the new leave requirements.

FAMILY MEDICAL LEAVE ACT (FMLA)

What is FMLA?

FMLA provides eligible employees up to 12 weeks of unpaid leave for their own serious illness, birth or adoption of a child, or the care of a seriously ill child, spouse or parent. FMLA also provides up to 26 weeks in a single 12-month period for military caregiver leave for employees caring for a parent, spouse, child or "next of kin" who is a "covered service member" with a serious injury/illness incurred in the line of duty. FMLA also provides up to 12 weeks of leave to parents, spouses or children of National Guard or Reserve personnel on active duty (or call to active-duty status) for "qualifying exigencies" (*see definition below).

Who is covered?

All Dudley-Charlton Regional School District employees who have worked in the District for at least 12 months and worked 1250 hours over the previous 12-months. The District defines the 12-month period as a "rolling" 12-month period, i.e., the 12 months begins when the employee takes his or her first FMLA day.

What are the Reasons for Leave under FMLA?

Eligible employees may seek leave during any 12-month period for the following reasons:

- The employee requires medical leave for a "serious health condition" that makes him/her unable to perform his/her job;
- Among other things, this generally includes when the employee needs to be absent from work for a period of time due to surgery. Short-term conditions for which treatment and recovery are very brief generally are not "serious health conditions",
- Caring for a newborn child, or newly adopted son or daughter;
- Placement with the employee of a son or daughter or child in foster care;
- Caring for the employee's spouse, son or daughter, or parent, who has a serious health condition

A "serious health condition" is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the "continuing treatment" requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider; or one visit and a regimen of continuing treatment; or incapacity due to pregnancy; or incapacity due to a chronic condition. Other conditions may meet the definition of "continuing treatment." A serious health condition of either the employee or family member requires either inpatient care or continuing treatment by a healthcare provider. "Continuing treatment" is defined as two or more visits within 30 days of the first incapacity. Chronic conditions, i.e., conditions that continue over an extended period of time that may cause episodic periods of incapacity may be a "serious health condition" under FMLA.

Special leave entitlement relating to an employee's family member in the Armed Forces:

A spouse, son, daughter, parent, or "next of kin" may request up to 26 workweeks of leave in a single 12-month period to care for a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury/illness incurred (including the aggravation of a preexisting condition) in the line of active duty. (Such leave is available for up to five years after the military member's separation from the military).

How can FMLA Leave be taken?

The leave may be in on a continuous basis (e.g., a block of twelve (12) weeks), or if required, employees may take FMLA on an intermittent or reduced leave schedule (select days or hours, for example) because of the employee's own serious health condition, when medically necessary to care for their parent, spouse or child with a serious health condition, to care for a covered service member, or due to a qualifying exigency. Those eligible employees who are employed principally in an instructional capacity and request leave that is foreseeable based on planned medical treatment, and would be on leave for greater than 20 percent of the total number of working days in the period during which the leave would extend, may be required either to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment, or to transfer temporarily to an available alternative position offered by the Schools for which the employee is qualified. Other rules exist for how instructional employees may use leave depending upon when it will coincide with the end of a semester, i.e., depending upon how many weeks before the end of a semester it would occur.

- For birth or adoption, intermittent or reduced workweek leave can only be taken with the employer's consent
- Whether or not you apply for FMLA leave, if you take sick leave or any other leave that meets the definitional requirements of an FMLA leave, the leave will be designated simultaneously as FMLA leave as well.

Will I get the same job back when I return?

The Dudley-Charlton Regional School District is required to reinstate you to the same job or an "equivalent position" within the District with the "same or substantially similar duties and responsibilities" at the end of your FMLA leave.

What will happen to my health benefits?

The Dudley-Charlton RSD will continue to pay for its portion of your health insurance for the time you are on leave; provided, however, that you must continue to make your regular payment of the employee portion of the premium.

How much notice do I need to give?

You are required to give at least 30 days' notice if the need for leave is foreseeable. If the leave is not foreseeable, notice must be given as soon as practicable. For planned treatments, you must consult with your Principal and make a reasonable effort to schedule the treatment so as not to unduly disrupt the school's operation, subject to approval of your healthcare provider. Employees are ordinarily expected

to consult with their Principal before scheduling treatments in order to work out a treatment schedule which best suits the needs of both the employee and the School.

Prior to the commencement of any foreseeable leave, (or if the leave is unforeseeable, as soon practicable), you must submit a letter to the Human Resources Director requesting the leave.

What documentation do I need to provide?

After receiving the employer's request for certification, the employee must provide the requested certification within fifteen (15) calendar days, unless not practicable under the circumstances. An employee can voluntarily choose - but cannot be required - to comply with the certification requirement by providing the employer with an authorization, release or waiver permitting the employer to communicate directly with the health care provider of the employee or family member. Section 825.306(e).

When an employee submits a complete and sufficient certification signed by a health care provider, the employer cannot ask the health care provider for additional information. However, an employer is permitted to contact the health care provider for clarification and authentication of the medical certification, after giving the employee an opportunity to cure any deficiencies. Section 825.307(a). To make such contact, the employer must use a health care provider, a human resource professional, a leave administrator, or a management official. Under no circumstances may the employee's direct supervisor contact the employee's health care provider.

In situations where the certification is incomplete, the employer shall advise an employee that the certification is incomplete or insufficient and shall state in writing what additional information is needed. Employees must be given seven (7) calendar days (unless not practicable) to cure the problem by presenting additional information. Section 825.305(c). If an employee does not comply, the employer may deny the leave. Section 825. 305(d)

“Authentication” means providing the health care provider with a copy of the certification and requesting verification that the information contained on the certification form was completed and/or authorized by the health care provider who signed the document. No additional medical information may be requested. Again, if the employee voluntarily provides a HIPAA compliant authorization, the employer can request records and discuss the condition with the provider.

“Clarification” means contacting the health care provider to understand the handwriting on the medical certification or to understand the meaning of a response. Employers may not ask health care providers for additional information beyond that required by the certification form.

If the Dudley-Charlton RSD has reason to doubt the validity of the medical certification, we may request a second opinion at our own expense. In the event of conflicting opinions, the Dudley-Charlton RSD may pay for a third opinion which will be final and binding.

A Certification is also required to take leave to care for a covered service member or a qualifying exigency.

The Dudley-Charlton RSD will require that you obtain a "fitness for duty" certification from your health care provider in order to return to work.

For more information, visit the United States Department of Labor's website at http://www.dol.gov/esa/whd/fmla/

PARENTAL LEAVE

Parental leave of absence will be granted to any Dudley-Charlton RSD employee in accordance with the provisions of the Family and Medical Leave Act of 1993 as amended or in accordance with Massachusetts General Laws Chapter 149, Section 105D, whichever provides the most favorable treatment to the employee. Parental leave will run concurrently with FLMA leave if the employee is eligible for such leave.

Bargaining unit members should reference their Collective Bargaining Agreement Article XVI for information on Parental Leave.

NONDISCRIMINATION ON THE BASIS OF GENDER IDENTITY

An Act Relative to Gender Identity (Chapter 199 of the Acts of 2011),[1] which became effective on July 1, 2012, amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, to include discrimination on the basis of gender identity. Among the statutes amended is G.L.
c. 76, § 5, prohibiting discrimination on the basis of gender identity against students who enroll in or attend the public schools. G.L. c. 76, §5 now reads as follows:

Every person shall have a right to attend the public schools of the town where he actually resides, subject to the following section. No school committee is required to enroll a person who does not actually reside in the town unless said enrollment is authorized by law or by the school committee. Any person who violates or assists in the violation of this provision may be required to remit full restitution to the town of the improperly-attended public schools. **No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, gender identity, religion, national origin or sexual orientation.**

[1] The Act can be found at http://www.malegislature.gov/Laws/SessionLaws/Acts/2011/Chapter199,

In June 2012, the Massachusetts Board of Elementary and Secondary Education (Board) adopted revised Access to Equal Education Opportunity Regulations, 603 CMR 26.00, and Charter School Regulations, 603 CMR 1.00, to reflect the broadened student anti-discrimination provision in G.L. c. 76, §5. The Board also directed the Department of Elementary and Secondary Education (Department) to provide guidance to school Districts to assist in implementing the gender identity provision.

All students need a safe and supportive school environment to progress academically and developmentally. Administrators, faculty, staff, and students each play an important part in creating and sustaining that environment. This guidance is intended to help school and District administrators take steps to create a culture in which transgender and gender nonconforming students feel safe, supported, and fully included, and to meet each school's obligation to provide equal educational opportunities for all students, in compliance with G.L. c. 76, §5 and the state regulations.

Below are general principles based on the law that address common issues regarding transgender and gender nonconforming students. The guidance offers case studies based on the experiences of schools and students in Massachusetts, and reflects the need to consider issues on a case-by-case basis. The list of issues is not exhaustive, and the examples are intended to be illustrative, not prescriptive.

Definitions

Understanding the terminology associated with gender identity is important to providing a safe and supportive school environment for students whose rights are protected under the law. The following terms appear in this document and are defined. Although these are the most commonly used terms, students may prefer other terms to describe their gender identity, appearance, or behavior. The term "gender identity" is specifically defined in the Mass. General Laws, as amended by *An Act Relative to Gender Identity* (the gender identity law).

- *Gender expression*: the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- *Gender identity*: as defined in part at G.L. c. 4, § 7, is "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth..."
- *Gender nonconforming*: a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used.
- *Transgender*: an umbrella term used to describe a person whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

The Law

The gender identity law amended G.L. c. 76, § 5,[2] to establish that no person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of *gender identity*, among other

[2] The Act amends several other statutes as well, including G.L. c. 151B (governing nondiscrimination in employment), to prohibit discrimination on the basis of gender identity.

characteristics. The amended Access to Equal Educational Opportunity regulations, 603 CMR 26.00, and the non-discrimination provision of the Charter School regulations, 603 CMR 1.00, require schools to establish policies and procedures, provide training, and implement and monitor practices to ensure that obstacles to equal access to school programs are removed for all students, including transgender and gender nonconforming students.

The gender identity law reflects the reality that transgender and gender nonconforming students are enrolled in Massachusetts public schools. These students, because of widespread misunderstanding and lack of knowledge about their lives, are at a higher risk for peer ostracism, victimization, and bullying.
The 2011 National School Climate Survey by the Gay, Lesbian & Straight Education Network (GLSEN), found that 75.4% of transgender students had been verbally harassed in the previous year, 32.1% had been physically harassed, and 16.8% had been physically assaulted. Educators play an essential role in advocating for the well-being of these students and creating a school culture that supports them.

Understanding Gender Identity

The gender identity law defines "gender identity" to mean "a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth."[3] The law also states that "gender-related identity may be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held as part of a person's core identity; provided, however, that gender-related identity shall not be asserted for any improper purpose."[4]

Transgender youth are those whose assigned birth sex does not match their internalized sense of their gender (their "gender-related identity"), and gender nonconforming youth are those whose gender- related identity does not meet the stereotypically expected norms associated with their assigned sex at birth. A transgender boy, for example, is a youth who was assigned the sex of female at birth but has a clear and persistent identity as male. A transgender girl is a youth who was assigned the sex of male at birth but has a clear and persistent identity as female. Gender nonconforming youth range in the ways in which they identify as male, female, some combination of both, or neither.

The responsibility for determining a student's gender identity rests with the student or, in the case of young students not yet able to advocate for themselves, with the parent.[5] One's gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity

[3] Mass. Gen. Laws. Ch. 4, § 7 (2012).

[4] *Id*.

[5] When used in this document, the term "parent" refers to parents as well as legal guardian.

may vary based on each person's social and familial social development.[6] As a result, the person best situated to determine a student's gender identity is that student himself or herself.

> *In one Massachusetts town, the parents of a preschool-age biologically female child noted throughout the child's early years that their child identified as a boy. For as long as the parents could remember, the child preferred to play with boys rather than girls, wanted a short haircut, rejected wearing any clothing that the child identified as "something a girl would wear," and ignored anyone who called him by his stereotypically feminine name. When it was time for the child to enter kindergarten, the child said to his parents, "You have to tell them when I go to kindergarten that I'm a boy."*

Consistent with the statutory standard, a school should accept a student's assertion of his or her gender identity when there is "consistent and uniform assertion of the gender-related identity, or any other evidence that the gender-related identity is sincerely held as part of a person's core identity." If a student's gender-related identity, appearance, or behavior meets this standard, the only circumstance in which a school may question a student's asserted gender identity is where school personnel have a credible basis for believing that the student's gender-related identity is being asserted for some improper purpose.

In most situations, determining a student's gender identity is simple. A student who says she is a girl and wishes to be regarded that way throughout the school day and throughout every, or almost every, other areas of her life, should be respected and treated like a girl. So too with a student who says he is a boy and wishes to be regarded that way throughout the school day and throughout every, or almost every other area of his life. Such a student should be respected and treated like a boy. The statute does not *require* consistent and uniform assertion of gender identity as long as there is "other evidence that the gender-related identity is sincerely held as part of [the] person's core identity." Many transgender people experience discrimination, and some experience violence due to their status. Some environments may feel safe and inclusive, and others less so, challenging a person's ability to live consistently with one gender identity in all aspects of life. For example, it is possible that a biologically male student with a female gender identity who lives as a girl does not express her female gender identity all the time. In one case, such a student agreed to present as a boy when visiting relatives until the student's parents could explain the student's transgender identity to them. The fact that the student did not exclusively assert her female identity did not alter the fact that she had a female gender identity.

Confirmation of a student's asserted gender identity may include a letter from a parent, health care provider, school staff member familiar with the student (a teacher, guidance counselor, or school psychologist, among others), or other family members or friends. A letter from a social worker, doctor, nurse practitioner, or other health care provider stating that a student is being provided medical care or treatment relating to her/his gender identity is one form of confirmation of an asserted gender identity. It is not, however, the exclusive form upon which the school or student may rely. A letter from a clergy member, coach, family friend, or relative stating that the student has asked to be treated consistent

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[6] *See* Gerald P. Mallon, "Practice with Transgendered Children," in *Social Services with Transgendered Youth* 49, 55-58 (Gerald P. Mallon ed., 1999). *See also* Stephanie Brill & Rachel Pepper, "Developmental Stages and the Transgender Child," in *The Transgender Child*, 61-64.

with her/his asserted gender identity, or photographs at public events or family gatherings, are other potential forms of confirmation. These examples are intended to be illustrative rather than comprehensive.

> *In one Massachusetts middle school, a biologically male student explained to her guidance counselor that she was a transgender girl who expressed her female gender identity only at home. The stress associated with having to hide her female gender identity at school was having a negative impact on her mental health, as well as on her academic performance. The student and her parents asked if it would be okay if she expressed her female gender identity at school. The guidance counselor assured the student and her parents that she could do so. The fact that the student presented no documentation to support her gender identity was not a concern since the school had no reason to believe the request was based on anything other than a sincerely held belief that she had a female gender identity.*

Gender Transition

Many, though not all, transgender youth undergo the experience of gender transition. The term "gender transition" describes the experience by which a person goes from living and identifying as one gender to living and identifying as another. For most youth, and for all young children, the experience of gender transition involves no medical intervention. Rather, most transgender youth will undergo gender transition through a process commonly referred to as "social transition," whereby they begin to live and identify as the gender consistent with their gender-related identity. Some transgender youth who are close to reaching puberty, or after commencing puberty, may complement social transition with medical intervention that may include hormone suppressants, cross-gender hormone therapy, and, for a small number of young people, a range of gender-confirming surgeries. The decision about whether and how to undergo gender transition is personal and depends on the unique circumstances of each individual. There is no threshold medical or mental health diagnosis or treatment requirement that any student must meet in order to have his or her gender identity recognized and respected by a school. Some transgender and gender nonconforming students are not openly so at home for reasons such as safety concerns or lack of acceptance. School personnel should speak with the student first before discussing a student's gender nonconformity or transgender status with the student's parent or guardian. For the same reasons, school personnel should discuss with the students how the school should refer to the student, e.g., appropriate pronoun use, in written communication to the student's parent or guardian.

Names and Pronouns

The issue of the name and pronoun to use in referring to a transgender student is one of the first that schools must resolve to create an environment in which that student feels safe and supported. Transgender students often choose to change the name assigned to them at birth to a name that is associated with their gender identity. As with most other issues involved with creating a safe and supportive environment for transgender students, the best course is to engage the student, and in the case of a younger student, the parent, with respect to name and pronoun use, and agree on a plan to initiate that name and pronoun use within the school. The plan also could include when and how this is communicated to students and their parents. In the case of a transgender student who is enrolling at a new school, it is important that the school respect the student's privacy (see the following section) and chosen name.

In one situation where a transgender girl was entering high school, she and her parent asked the principal to inform her teachers that even though her school records indicate that her name is John, she goes by the name Jane and uses female pronouns. The school principal sent the following memorandum to the student's classroom teachers: "The student John Smith wishes to be referred to by the name Jane Smith, a name that is consistent with the student's female gender identity. Please be certain to use the student's preferred name in all contexts, as well as the corresponding pronouns. It is my expectation that students will similarly refer to the student by her chosen name and preferred pronouns. Your role modeling will help make a smooth transition for all concerned. If students do not act accordingly, you may speak to them privately after class to request that they do. Continued, repeated, and intentional misuse of names and pronouns may erode the educational environment for Jane. It should not be tolerated and can be grounds for student discipline. If you need any assistance to make sure that Jane Smith experiences a safe, nondiscriminatory classroom atmosphere, please contact me or Ms. O'Neill.
– Mr. Jones, Principal."

Massachusetts' law recognizes common law name changes. An individual may adopt a name that is different from the name that appears on his or her birth certificate provided the change of name is done for an honest reason, with no fraudulent intent. Nothing more formal than usage is required.[7] Hence, when requested, schools should accurately record the student's chosen name on all records, whether or not the student, parent, or guardian provides the school with a court order formalizing a name change. The Department has a procedure in place to update name changes and gender markers in the Student Information Management System (SIMS) upon request. The document *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public-School Students,* which may be found at http://www.doe.mass.edu/infoservices/data/sims/sasid/, guides schools through changing names and gender markers on school records.

In sum, school personnel should use the student's chosen name and pronouns appropriate to a student's gender identity, regardless of the student's assigned birth sex. For those students who have been attending a school and undergo gender transition while attending the same school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity.

Privacy, Confidentiality, and Student Records

Under state law, information about a student's assigned birth sex, name change for gender identity purposes, gender transition, medical or mental health treatment related to gender identity, or any other information of a similar nature, regardless of its form, is part of the individual's student record (*see* Massachusetts Student Records Regulations, 603 CMR 23.00), is confidential, and must be kept private and secure, except in limited circumstances. 603 CMR § 23.04.[8] One circumstance is when authorized school personnel require the information to provide administrative, teaching, counseling, or other services to the student in the performance of their official duties. For transgender students, authorized

[7] For certain transactions, such as banking and applying for governmental benefits or licenses, it may be necessary to have a formal legal document establishing one's change of name for identity and other purposes.

[8] The federal Family Educational Rights and Privacy Act, 20 USC 1232g, also protects the privacy of education records and requires that personally identifiable information be kept secure and confidential.

school personnel could include individuals such as the principal, school nurse, classroom teacher(s), or guidance or adjustment counselor.

When a student new to a school is using a chosen name, the birth name is considered private information and may be disclosed only with authorization as provided under the Massachusetts Student Records Regulations. If the student has previously been known at school or in school records by his or her birth name, the principal should direct school personnel to use the student's chosen name. Every effort should be made to update student records (for example, Individualized Education Programs) with the student's chosen name and not circulate records with the student's assigned birth name. Records with the student's assigned birth name should be kept in a separate, confidential file.

> *One school nurse dealt with information in the student's file by starting a new file with the student's chosen name, entered previous medical information (for example, immunizations) under the student's chosen name, and created a separate, confidential folder that contained the student's past information and birth name.*

When determining which, if any, staff or students should be informed that a student's gender identity is different from the assigned birth sex, decisions should be made in consultation with the student, or in the case of a young student, the student's parent or guardian. The key question is whether and how sharing the information will benefit the student.

> *In one case, parents of a transgender male-to-female elementary school student requested that only the school principal and the school nurse be aware that the student was assigned the sex of male at birth. After a discussion with the school principal, the parents agreed that the student's teacher, the school secretary, and the District superintendent would also be informed. In this situation, the school principal kept the student's birth certificate in a separate, locked file that only the principal could access, and put a note in the student's other file saying that the principal had viewed the student's birth certificate. In another situation, where a biological male came to school after April vacation as a girl, the school principal and guidance counselor, in collaboration with the student and her parents, developed a plan for communicating information regarding the student's transition to staff, parents, and students. The plan included who was going to say what to whom, and when the communication would take place.*

Transgender and gender nonconforming students may decide to discuss and express their gender identity openly and may decide when, with whom, and how much to share private information. A student who is 14 years of age or older, or who has entered the ninth grade, may consent to disclosure of information from his or her student record. If a student is under 14 and is not yet in the ninth grade, the student's parent (alone) has the authority to decide on disclosures and other student record matters. [9]

[9] See 603 CMR §§23.01 and 23.07. If a student is from 14 through 17 years of age or has entered ninth grade, both the parent and the student may make decisions concerning the student record, or either the student or the parent acting alone may decide.

Gender Markers on Student Records

A gender marker is the designation on school and other records that indicates a student's gender. For most students, records that include an indication of a student's gender will reflect a student's assigned birth sex. For transgender students, however, a documented gender marker (for example, "male" or "female" on a permanent record) should reflect the student's gender identity, not the student's assigned sex. This means that if a transgender student whose gender identity is male has a school record that reflects an assigned birth sex as female, then upon request by the student or, in the case of young students not yet able to advocate for themselves, by the parent or guardian, the school should change the gender marker on the record to male.[10] Schools are advised to collect or maintain information about students' gender only when necessary.

> *One school reviewed the documentation requests it sent out to families and noticed that field trip permission forms included a line to fill in indicating the student's gender. Upon consideration, the school determined that the requested information was irrelevant to the field trip activities and deleted the line with the gender marker request.*

In addition, transgender students who transition after having completed high school, may ask their previous schools to amend school records or a diploma or transcript that include the student's birth name and gender. When requested, and when satisfied with the gender identity information provided, schools should amend the student's record, including reissuing a high school diploma or transcript, to reflect the student's current name and gender.

Restrooms, Locker Rooms, and Changing Facilities

All students are entitled to have access to restrooms, locker rooms and changing facilities that are sanitary, safe, and adequate, so they can comfortably and fully engage in their school program and activities. In meeting with the transgender student (and parent) to discuss the issues set forth in this section, it is essential that the principal and student address the student's access to the restrooms, locker room and changing facility. Each situation needs to be reviewed and addressed based on the particular circumstances of the student and the school facilities. In all cases, the principal should be clear with the student (and parent) that the student may access the restroom, locker room, and changing facility that corresponds to the student's gender identity. While some transgender students will want that arrangement, others will not be comfortable with it. Transgender students who are uncomfortable using a sex-segregated restroom should be provided with a safe and adequate alternative, such as a single "unisex" restroom or the nurse's restroom. Similarly, some transgender students may not be comfortable undressing in the changing facilities that correspond to the student's gender identity. The following are examples of ways in which school officials have responded to these situations:

[10] As discussed in the section on Names and Pronouns, the Department's publication *Assigning State Assigned Student Identifiers (SASIDs) to Massachusetts' Public-School Students* guides District staff through the process of adding or revising SIMS data.

In one elementary school, a transgender second-grader socially transitioned from female to male. The principal informed the staff: For the remainder of this year, he will use Nurse Margaret's restroom, and toward the end of the year we will make future determinations of restroom use in consultation with his family.

In one middle school, a male-to-female transgender sixth-grader socially transitioned after spring break. For the rest of the school year, she used the nurse's restroom and the other unisex restrooms at the school. Beginning in seventh grade, she used the girls' restroom.
In one high school, a transgender male-to-female student was given access to the female changing facility, but the student was uncomfortable using the female changing facility with other female students because there were no private changing areas within the facility. The principal examined the changing facility and determined that curtains could easily be put up along one side of a row of benches near the group lockers, providing private changing areas for any students who wished to use them. After the school put up the curtains, the student was comfortable using the changing facility.

Some students may feel uncomfortable with a transgender student using the same sex-segregated restroom, locker room or changing facility. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students to address the discomfort and to foster understanding of gender identity, to create a school culture that respects and values all students.

School staff as well as students and their families may find the use of restrooms and changing facilities to be among the more challenging issues presented by the gender identity law, perhaps due to issues of personal privacy. As emphasized in other sections, these issues should be resolved on a case-by-case basis, through dialogue with students and parents, and through leadership in creating safe and supportive learning environments.

Physical Education Classes and Intramural and Interscholastic Athletic Activities

Physical education is a required course in all grades in Massachusetts' public schools, and school-based athletics are an important part of many students' lives. Most physical education classes in Massachusetts' schools are coed, so the gender identity of students should not be an issue with respect to these classes. Where there are sex-segregated classes or athletic activities, including intramural and interscholastic athletics, all students must be allowed to participate in a manner consistent with their gender identity. With respect to interscholastic athletics, the Massachusetts Interscholastic Athletic Association will rely on the gender determination made by the student's District; it will not make separate gender identity determinations.

At one school, a transgender girl joined the girls' cheerleading squad. The school supported the student's participation on the team. When the team was going to a regional competition, however, several of the team members raised a concern that the school would be made to compete in the coed cheerleading portion of the competition rather than in the all-girls portion for which they prepared. With the permission of the student, the principal wrote a letter that she gave to the coach to take to the competition in case officials at the competition questioned the team's participation in the all-girls' portion of the event. The letter explained: "Student, Jane Smith, is a transgender girl who has been a member of the girls' team since (date). Jane has a sincerely held female gender identity and, therefore, according to state law must be permitted to participate as a girl on the girls' cheerleading team." The team participated in the regional competition without incident.

Other Gender-Based Activities, Rules, Policies, and Practices

As a general matter, schools should evaluate all gender-based policies, rules, and practices and maintain only those that have a clear and sound pedagogical purpose. Gender-based policies, rules, and practices can have the effect of marginalizing, stigmatizing, and excluding students, whether they are gender nonconforming or not. In some circumstances, these policies, rules, and practices may violate federal and state law. For these reasons, schools should consider alternatives to them.

Whenever students are separated by gender in school activities or are subject to an otherwise lawful gender-specific rule, policy, or practice, students must be permitted to participate in such activities or conform to such a rule, policy, or practice consistent with their gender identity.

The new law on gender identity provides a good opportunity for schools to review their gender-distinct policies. For example, some schools require students to wear gender-based garb for graduation or have gender-based dress codes for prom, special events, and daily attire. Schools should eliminate gendered policies and practices such as these. For example, one school that previously had blue graduation gowns for boys and white ones for girls switched to blue gowns for all graduates. The school also changed its gender-based dress code for the National Honor Society ceremony, which had required girls to wear dresses.

Similarly, some classroom teachers may routinely include gender-based practices in the classroom. For example, some teachers may have boys and girls line up separately to leave the classroom to go to lunch, the gymnasium, restrooms, or recess, and may never have considered the educational value of non-gendered alternatives, such as having students line up in the order of their birthdays, or alphabetically by name, or in the order in which they are sitting.[11]

Conclusion

This section cannot anticipate every situation in which questions may come up in the implementation of this law, and the needs of each transgender or gender nonconforming student should be assessed and addressed on a case-by-case basis. The Department of Elementary and Secondary Education will continue to provide assistance, support, and resources as we work together to create a safe and supportive school environment for all students.

The Dudley-Charlton Regional School District will work directly with a student's family. Supporting a student who is exploring their gender identity and expressing a desire to change their pronouns is an important and sensitive matter that will involve the parents or guardians.

Every student and family experience is unique, and it is essential to approach this situation with sensitivity and respect. It will be crucial to create a safe environment for the student and their family. School based administration and student support personnel will work directly with the family and their child.

This section was adapted from the DESE ***Guidance for Massachusetts Public Schools - Creating a Safe and Supportive School Environment - Nondiscrimination on the Basis of Gender Identity***

[11] Gender and Children: A Place to Begin for Educators www.welcomingschools.org

JOINT LABOR MANAGEMENT

Building based DCTA/DCPA/MNA meetings are intended to be at ground zero for labor-relations concerns or issues brought forward to immediate supervisors/administrators for clarification and/or resolution. A building based DCTA meeting has an established labor-relations agenda and subsequent outcomes that are to be shared with all employees via email within one week of the meeting.

A joint labor management group that will meet on *at least a quarterly* basis during the school year. The committee will be composed of the Superintendent and/or Assistant Superintendent, and/or the Director of Pupil Personnel Services, and/or the Director of Finance and Operations and other necessary administrative staff, and DCTA/DCPA/MNA leadership. The Committee will meet to discuss any major local, state, and/or federal initiatives and unresolved building-based labor-relations concerns or issues.

NURSE CONTACT

Dismissal for Illness

If a student indicates a desire to see the nurse, the classroom teacher should allow the student to go to the health clinic. If a student appears to be in immediate need of help, the teacher is to call and get assistance from the nurse.

Dismissal for illness by the school nurse form the health clinic will occur only after contact with a parent/guardian or caregiver is made.

Universal Precautions

Universal precautions refer to the usual and ordinary steps all school staff need to take in order to reduce their risk of infection with HIV, the virus that causes AIDS, as well as all other blood-borne organisms (such as the Hepatitis B virus).

These precautions are universal because they refer to steps that need to be taken in all cases, not only when a staff member or student is known to be HIV infected.
They are precautions because they require foresight and planning, and should be integrated into existing safety guidelines.

Appropriate equipment (mops, buckets, bleach, hot water, hand soap, disposable towels and latex gloves) are readily available to custodians who are responsible for the cleanup of body fluid spills.

1. Treat human blood spills with caution.
2. Clean up blood spills promptly.

3. Inspect the intactness of skin on all exposed body parts, especially the hands. Cover all open cuts or broken skin, or ask another staff member to do the cleanup. Latex gloves contribute an added measure of protection, but are not essential if skin is intact.
4. Clean up blood spills with a solution of one-part household bleach to ten parts water, pouring the solution around the periphery of the spill. Disinfect mops, buckets and other cleaning equipment with fresh bleach solution.
5. Always wash hands after any contact with body fluids. This should be done immediately in order to avoid contaminating other surfaces or parts of the body (be especially careful not to touch your eyes before washing up). Soap and water will kill HIV.
6. Clean up other body fluid spills (urine, vomit, feces) unless grossly blood contaminated, in the usual manner. They do not pose a significant risk of HIV infection.

Adapted from Universal Precautions for School Settings, Massachusetts Department of Education and Medical Update to Massachusetts Policy Guidelines: Infants, Toddlers and Preschoolers with HIV Infection / AIDS in Early Childhood Settings (June 1989).

Hand Hygiene

Proper hand hygiene is the single most effective way to prevent the spread of most infections. Several studies have indicated an association between handwashing or use of alcohol-based hand sanitizers and reduction in school absenteeism due to infectious illnesses.

People should practice hand hygiene:

- after toileting;
- before eating or handling food; and,
- after contact with blood or body fluids, non-intact skin, or nasal and respiratory secretions.

To properly wash and clean hands, the following procedures should be followed:

- Wash hands with soap and water when they are visibly soiled. Wet hands first with water, apply soap, and rub hands together vigorously for at least 20 seconds. Rinse hands with water and dry thoroughly. Use a towel to turn off the faucet.

- If hands are not visibly soiled, an alcohol-based hand rub or gel may be used in place of soap and water. Apply the product to the palm of one hand and rub the hands together, covering all surfaces of the hands and fingers, until hands are dry.

Sanitation Guidelines

- Place disposable items contaminated with blood or body fluids in plastic bags in covered containers.
- Store clothing or other washable items stained with blood and/or body fluids separately in a plastic bag, sealed, and labeled with the student's name and send home.
- Diapers, soiled tissues, bandages, paper towels, and other soiled items should be disposed of in plastic bags and placed in the trash.
- Sharp items such as needles and lancets should be placed in a puncture proof container and disposed of under the direction of the local department of public health.

Toileting/Changing Guidelines

Toileting/changing should be done on surfaces used especially for such purposes. The surface should be smooth, free of cracks, and non-porous. A disposable cover should cover this surface. After each use, throw away the cover, then wash any contamination that you can see with soap and water, and spray with a standard cleaning solution. The trash canister should be lined, covered and preferably

have a foot pedal. A sink for hand washing should be directly next to the changing area. Changing and food areas should be distinctively separate areas. Wear gloves when toileting/changing and it is necessary to wash your hands after.

DPH School Health Manual (2007) Chapter 4 *"A Safe and Healthful Environment"*

SC Policy: JLCEA-R

LIFE-THREATING FOOD ALLERGIES

Adopted: 04.10.2019

Background

Allergic reactions span a wide range in the severity of symptoms. The most severe and life- threatening reaction is anaphylaxis. Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop-in blood pressure or shock, both of which are potentially fatal. The most common causes of anaphylaxis in children include allergies to the following:

- Foods (most commonly peanuts, tree nuts, milk, dairy products, soy, wheat, fish and shellfish)
- Insect stings (yellow jackets, bees, wasps, hornets)
- Medications
- Latex

The Dudley-Charlton Regional School District guidelines developed within this document are applicable to students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs. Anaphylaxis can occur immediately or up to two hours following allergen exposure. Therefore, it is important to identify students at risk, to implement appropriate preventative policies and to be prepared to handle these emergencies when they arise.

Goals

As part of its Life-Threatening Allergies policy, the Dudley Charlton Regional School District has developed the following four chief goals:

- Maintain a system-wide protocol for responding to students' needs
- Minimize the risk of exposure to allergens that pose a threat to students with life-threatening allergies
- Prepare for possible allergic reactions, and to respond appropriately to any allergy emergencies

The Dudley Charlton Regional School District cannot guarantee to provide an allergen-free environment for students with life threatening allergies. However, an overall purpose of the Life-Threatening Allergies policy is to develop a system-wide effort to educate all stakeholders - educators, parents, students and community about LTAs. To this end the sections below highlight the major responsibilities of those various stakeholders. However, the Individual Health Care Plan (IHCP) or Allergy Action Plan (AAP) developed for each child with an LTA will be individualized and not all responsibilities are or can be detailed in these guidelines.

Responsibilities of the Dudley Charlton Regional School District:

The Superintendent and staff are responsible for the following:

- Create a system-wide emergency plan for addressing life threatening allergic reactions
- Provide in-service training and education on reducing allergy risks, recognizing allergy symptoms, and emergency procedures for staff.

Training shall include, but not be limited to the following:

- A description/definition of severe allergies and a discussion of the most common allergens
- A description/discussion of the signs and symptoms of anaphylaxis
- Training to designated staff on the correct use of an EpiPen
- Discussion of specific steps to follow in the event of an emergency
- Encourage a "NO FOOD TRADING" and "NO UTENSIL SHARING" practice in all schools with particular focus at the elementary school level
- Provide for school nurses, in conjunction with the student's parent(s)/guardian(s), the primary care provider/allergist, and the school physician (if appropriate) to prepare an Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) for any student with a life- threatening allergy. The Plans will be reviewed by the school nurse and the student's parent(s)
- Ensure that LTA precautions are in place in school cafeteria as outlined by the Individual IHCP/AAP (i.e., Tables will be cleaned and sanitized and designated by a universal symbol.)
- Make the IHCP/AAP available in the nurse's office and a student's homeroom. Recommend that parent(s)/guardian(s) attach a photograph of their student with a Life-Threatening Allergy to their IHCP/AAP
- Submit to School Bus Company an LTA list of students who have life threatening allergies
- Require all food service employees to use latex free gloves

- Make EpiPen (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the IHCP/AAP. At the middle and high school levels, students are allowed to carry their EpiPen on their person as allowed by the medication policy
- Familiarize teachers with the IHCP/AAP of their students and any other staff member who has contact with student on a need-to-know basis
- Post the "Guidelines for Students with Life-Threatening Allergies" on the school District's website
- Provide in-service to food service employees regarding safe food handling practices to avoid cross-contamination with potential food allergens

Responsibilities of the School Principal

The principal of each school is responsible for the following:

- In collaboration with the school nurse, the Principal will familiarize teachers with the Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) of their students and any other staff member who has contact with student on a need-to know basis
- In conjunction with nurses, provide education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the EpiPen
- Discuss the protocol for Life Threatening Allergies at kindergarten orientation
- Post the school's emergency protocol on LTAs in appropriate locations, including school website
- Notify staff of the locations of EpiPen(s) in the school
- Provide for a contingency plan for staff and students in the event the nurse is not immediately available
- Provide a list of students with LTAs to the Business Manager

Responsibilities of the School Nurse

The school nurse is the primary coordinator of each student's plan. Each school nurse has the following responsibilities:

- Meet and/or collaborate with each parent/guardian of a student with an LTA and develop the students' Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP)
- Maintain updated IHCPs and AAPs in the nurse's office and in student's homerooms at each school
- Assist the principal in providing information about students with LTAs to staff
- Work with the principal to provide in-service training for staff regarding LTAs- their symptoms, risk reduction procedures and emergency procedures
- Collaborate with the Principal to familiarize teachers with the IHCPs of their students and any other staff member who comes in contact with the student
- Follow the Department of Public Health regulations regarding administrations of medications, especially administering EpiPen(s)
- Discuss with parents' appropriate locations for storing EpiPen(s)
- Inform the principal and parents/guardians of the student if any student experiences an allergic reaction for the first time
- Work with the principal to establish emergency protocol in the event the nurse is out of the building

Responsibilities of Teachers

Each teacher has the following responsibilities:

- Review the IHCP/AAP in collaboration with the nurse and the parent of any student in the teacher's classroom with a Life-Threatening Allergies when provided by the school nurse
- Leave information in an organized, prominent and accessible format for a substitute teacher
- Participate in in-service training for students with life threatening allergies
- Collaborate with the nurse and parents of an allergic student and set protocols in the classroom for management of food in the class
- Participate in the planning of a student's re-entry to school after an anaphylactic reaction
- Notify the school nurse of upcoming field trips as soon as possible to ensure proper emergency medications are available

Responsibilities of Parents

Each parent of a student with an LTA has the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school or as soon as possible after diagnosis
- Arrange to meet and/or collaborate with the school nurse to develop an Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) for the student
- Provide medical information from the child's treating physician as needed to write the plans, IHCP/AAP
- Provide the school with a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child
- Provide the school nurse with enough up-to-date emergency medications including EpiPen(s)
- Provide a Medic ALERT ID for your child
- Notify school nurse of upcoming field trip as soon as possible and provide EpiPen to be taken on field trips as needed
- Instruct your child on the following, as appropriate for the child's age and developmental level:
    - Recognizing the first symptoms of an allergic/anaphylactic reaction
    - Knowing where the epinephrine auto-injector is kept and who has access to the epinephrine
    - Communicating clearly as soon as he/she feels a reaction starting
    - Carrying his/her own EpiPen auto-injector when appropriate
    - Not sharing snacks, lunches, or drinks
    - Washing hands before and after handling food
    - Understanding the importance of hand-washing before and after eating
    - Reporting teasing, bullying and threats to adult authority
    - Taking as much responsibility as possible for his/her own safety
- As children get older, when developmentally appropriate, instruct them on the following:
    - Participate in the development of the IHCP/AAP, along with the school nurse and the student's parent(s)/guardian(s)
    - Communicating symptoms as soon as they appear to an adult
    - Reading labels
    - Administering own epinephrine auto-injector and be able to train others in its use

- Inform the school of any changes in the child's LTA status
- Provide the school with the licensed provider's statement if the student no longer has allergies
- If accommodations cannot be made in the cafeteria for the child's allergy, parents will provide appropriate lunches

Responsibilities of Students

In accordance with the student's age and level of development, each student with a Life- Threatening Allergy is responsible for the following:

- Taking responsibility for avoiding allergens
- Not trading or sharing foods
- Washing hands before and after eating
- Learning to recognize symptoms of an allergic reaction
- Promptly informing an adult as soon as accidental exposure occurs or symptoms appear
- Developing a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the allergy in the school

Responsibilities of Food Service Personnel

Food Service personnel have the following responsibilities:

- Minimize, to the extent practicable, the use of peanut/tree nut products in the cafeteria
- Supply cleaning materials for washing and sanitizing tables
- Participate in in-service regarding safe food handling practices to avoid cross-contamination with potential food allergens
- Wear latex free gloves
- Ensure that kitchens are locked at the end of each school day

Responsibilities of Bus Company

- Inform each driver if she/he is transporting a child with a known LTA
- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus
- Provide emergency allergy response training to all drivers and/or bus monitors
- Maintain a policy for no eating on the bus
- Ensure surfaces and seats are kept as clean and allergy free as possible

Responsibilities of Drivers – School-owned Vans / Buses

The drivers have the following responsibilities:

- Pull over and call 911 if a student with a LTAs is at risk
- Participate in awareness training to learn to recognize the symptoms of an allergic reaction

Responsibilities of Persons in Charge of Conducting After School Activities:

Persons in charge of extracurricular programs will have the following responsibilities:

- Coaches and other staff who supervise students' school sponsored activities after school will participate in training and implementation of the Individual Health Care Plan (IHCP)/Allergy Action Plan (AAP) as appropriate

Responsibilities During Recess and Physical Education Classes

During recess and physical education classes, the school's staff will ensure the following:

- Children will be under the supervision of at least one adult
- An EpiPen will be taken outside if specified in the child's IHCP/AAP

Other

Persons in charge of recess, physical education classes and extracurricular programs will have the following responsibilities:

- Coaches and other staff who supervise students' school sponsored activities after school will participate in training and implementation of the IHCP/AAP
- During recess and physical education classes, the school's staff will ensure the following:
    - Children will be under the supervision of at least one adult
    - An EpiPen will be taken outside if specified in the child's IHCP/AAP

Responsibilities for Field Trips

The schools will assume the following responsibilities relative to participation of LTA students on field trips:

- Parents will work with staff to evaluate potential risks when determining whether it is appropriate for their child to attend a particular field trip
- Lunches should be held in a safe-place so that children cannot access them until the appropriate time
- Lunches of children with food allergies should be stored separately to minimize cross contamination.

CONFIDENTIALITY

The Dudley-Charlton Regional School District is committed to a strict standard of confidentiality to protect the District, staff and students. Therefore, it is our expectation that any direct or indirect dissemination of confidential information relating to the District, staff or students to outside third parties or co-workers, except as provided by law, regulation or District policies and procedures, is absolutely forbidden both during employment and after employment has terminated.

This expectation applies to any and all confidential information obtained during the course of work within the Dudley-Charlton Regional District. By agreeing to this expectation, you are agreeing that you shall not use for yourself, nor disclose to others, during the term of your employment or any time thereafter, any confidential information belonging to the Dudley-Charlton Regional School District or relating to the public. You further agree that all records or other files and materials concerning the Dudley-Charlton Regional School District, staff or students shall belong to and remain the exclusive property of the Dudley-Charlton Regional School District.

Parents'/Guardian Rights

Mahmoud v. Taylor U.S. Supreme Court case 2025

Consistent with Massachusetts regulations, 603 CMR 26.05(1), the Dudley-Charlton Regional Schools, through its curricula and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. Families may request information from the building principal on available accommodations related to curriculum content.

SECTION II

Learning Community Responsibilities

ADVERTISEMENTS/DISTRIBUTION

Teachers are expected to seek approval from the principal prior to the distribution of materials via teacher mailboxes or other media.

Teachers are expected to seek approval from a building-based administrator in order to utilize the Dudley-Charlton RSD distribution email list for communication purposes to all staff.

CAFETERIA

Students are able to socialize with peers during lunch. However, this should not interfere with the safety and enjoyment of others. Staff monitoring student lunches are expected to maintain a safe and pleasant atmosphere by providing a structure that inhibits roaming. Staff monitoring lunches are expected to maintain the established list of cafeteria norms of behavior.

CHANGE OF LOCATION

Teachers must notify personnel in the main office if a class is taken to another area or to the library/media center during a regularly scheduled period. A teacher should contact the office if he/she needs to remove their class to another location due to an emergency.

In the event that teachers want to take students outside for instructional purposes it is suggested that teachers give students 24-hour notice if proper clothing such as sneakers are required. Prior to relocating outside, teachers must inform the school's office personnel and review the section on nurse contact (page 63).

Teachers are expected to inform the school's office personnel when you leave and when you return. When outside, teachers are required to have either a working cell phone or a 2-way radio. Teachers are expected to provide the office with the cell phone number in order to facilitate communication.

CLASSROOM ATTENDANCE

Teachers must maintain classroom period attendance for each class for the purposes of grade reporting and attendance.

All teachers must complete/export morning and/or period attendance within the first 30 minutes of the school day and/or period. Staff is responsible for reviewing the daily absence report and reporting any and all discrepancies to the office. Staff must report to the office immediately any students missing from their class.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is a framework to ensure successful educational outcomes for all students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student needs in alignment with educational standards. (Critical Components of MTSS). In order to implement positive behavior interventions and supports across the District, all members of the Dudley-Charlton RSD community adhere to our agreed upon the guiding principles for civility: treat others with civility and respect, help others when you know they need it, and seek help for yourself when you need it.

CLASSROOM MANAGEMENT

It is the philosophy of the administration that discipline is a learning process whereby the individual learns to develop habits of self-control and recognizes his/her own responsibilities to our community. Though prevention is the main criterion, corrective action may be employed as needed to prevent continued misbehavior.

Every staff member will establish classroom systems for appropriate behavior with her/his students, post classroom norms, and provide appropriate consequences for students that make poor choices by violating the norms or disrupting the learning environment. All will handle their own detentions for minor incidents occurring within the teacher's jurisdiction. Teacher detentions will be communicated home and will be assigned with a 24-hour notice or same day if communicated with parent/caregiver. If a student fails to report for a teacher detention, the teacher will confer with the student (parent/caregiver) and determine whether the student's explanation is acceptable. The student will be re-assigned a teacher detention if the explanation is acceptable or if the explanation is unacceptable, a written discipline referral will be made to administration indicating that the student failed to show to a teacher assigned detention and parent/caregiver communication of such has been completed.

Office referrals will result when teachers have exhausted classroom consequences and/or a behavior is extreme enough to warrant removal from class. Students removed from class should be sent to the designated area to meet with an administrator unless otherwise notified.

Secondary Staff Classroom Management Register: All teachers must maintain a register that includes the following information; *Date, Behavior, Consequences, Date Consequence was Served,* and if *Parent Contacted (Y/N), Notes.*

Teachers should not leave a class or directed study room unsupervised.

NOTE: Discretion is necessary if a teacher suspects a student is under the influence of alcohol or drugs. Notify administration immediately about the suspicion.

CORPORAL PUNISHMENT

Chapter 71, Section 37G of the Massachusetts General Laws strictly prohibits any kind of corporal punishment. Corporal punishment of students is prohibited. The power of the school committee or of any teacher or other employee or agent of the school committee to maintain discipline upon school property shall not include the right to inflict corporal punishment upon any pupil.

All teachers should familiarize themselves with the *Code of Conduct* for students, which are outlined in the Student Handbook.

CORRIDORS/LAVATORIES

Maintaining order in the corridors and lavatories leads to a safe and optimal environment for learning. These areas should be viewed as an extension of one's classroom. Staff members are expected to greet all students and be aware of students who may not be in their assigned classrooms. All staff members are responsible for the conduct of all students throughout all school grounds and activities.

All teachers are required to maintain documentation for all students leaving the classroom. Documentation should include the student's name and destination. At the high school and middle school level the documentation should also include the time left the classroom, and the time returned to the classroom.

EMAILS, MAILBOXES, AND PRINT CENTERS

Because of the amount of written and electronic communication that often occurs during any given day, it is highly recommended and important that teachers check their email and mailboxes before school each day and before leaving in the afternoon. Students are not permitted to pick up mail from your mailbox or use copy machines. A copy machine exception is in the SHRHS Library Media Center.

CELLULAR TELEPHONES/ELECTRONIC DEVICES

Staff members should model expectations for students with regards to the use of their personal communication devices. Staff members want to demonstrate discretion with the use of personal communication devices for personal use. It is expected that these devices will not be used in the presence of students for personal use.

MARKING/GRADING BELIEF STATEMENT & PROCEDURES

It is the District's belief that grades reflect and communicate the acquisition of content and skills. Refusal to complete work is a behavior that should have a minimal impact on the student's overall grade and should be addressed through appropriate interventions. Teachers have the autonomy in affording opportunities to demonstrate learning through re-takes and/or make-ups. Teachers also have the autonomy to exempt or adjust student workload based upon individual student needs and extenuating circumstances.

Teachers are required to update their electronic grade book within 5 school days after an assignment's due date.

Traditional Grading Expectations (Secondary)

A syllabus/course description will be provided at the start of the school year that includes the following grading expectations;

- Categories are defined and all categories are used to ensure the accuracy of the grading formula.
- Weights within categories for different types of assignments are defined (i.e., tests, quizzes, projects, labs, midterms etc.)

Standards Based Grading Expectations (PreK- Grade 4)

To determine a trimester grade, teachers collect evidence of student learning through daily work, observation, formative and summative assessment. This evidence is used to determine whether the student has fully mastered the skill. Final reporting grades should be determined by considering multiple pieces of recent evidence per standard. Students should be able to consistently show proficiency. If three pieces of evidence do not show consistency, more evidence is needed.

All report cards will be accessible to parents through the District's Student Information System (SIS), SchoolBrains. Parents K-12+ will be provided user access to a parent (community) portal to view final report cards.

PROVIDING STUDENT ASSIGNMENTS

When a teacher's assigned students are placed in a temporary setting (e.g., out-of-school suspension, in- school suspension, main office), it is the responsibility of the classroom teachers to provide and assess required and/or alternative assignments, as requested.

CLASSROOM PROJECTS

Classroom projects are a function of the schools; therefore, teachers must plan for ample time in school for implementation and completion.

CONTROVERSIAL ISSUES IN SCHOOL

Controversial issues are topics that may be publicly sensitive and about which there are varied levels of opposing views, biases, emotions and/or conflict. American academic tradition stresses the free exchange of ideas as a basic element of curriculum development, instruction, and discussion. Studying controversial issues in school is important in preparing students to participate intelligently and responsibly in a democratic and pluralistic society.

An important goal of public education is to help students develop the capacity to participate respectfully, critically and positively in the discussion and analysis of controversial issues. Studying controversial issues provides opportunities to develop a student's ability to think

clearly and critically, to reason logically, to differentiate between opinion and intelligent analysis, and to respectfully examine different points of view with an open mind. All students have a right to express their opinions and a right to a respectful hearing. While teachers and other staff may have personal views on controversial issues, they do not have a right to use the school setting as a forum to promote their personal views. Teachers and other staff need to be constantly mindful that their views may influence students and that they have an obligation to model objectivity and to encourage their students to think for themselves.

The approach to writing about controversial issues and to discussion of controversial issues in the classroom will be objective and scholarly and will be done in a spirit of critical inquiry rather than advocacy. Teachers will ensure that reasoned arguments on an issue are presented in classroom discussions. Teachers will strive to balance major views and to assure that as many sides of the issues as possible are presented in a fair and impartial manner, with no position presented as the only one acceptable. Political issues will be presented in a non-partisan manner. Controversial issues that arise incidentally during instruction should be used by the teacher to promote critical inquiry and to teach thinking skills. In all instances, teachers will encourage students to develop an ability to meet issues without prejudice and to withhold judgments while facts are collected and evaluated.

Teachers must obtain permission from the Principal to invite visitors for classroom and/or school-wide presentations. Whenever outside persons are invited to speak on controversial issues, care will be taken to assure that a reasonable range of opinions on the issue are presented in an equitable manner and that they are consistent with the academic standards of the school.

Teachers will offer students and parents who might be offended by a presentation because of their religious or personal beliefs the opportunity not to participate in a presentation. Student-initiated forums are subject to the same standards for approach to discussion, consistency with the academic standards of the school, and use of visitors for presentations.

VIDEO/DIGITAL VIEWING

The viewing of movies and/or television shows as an instructional practice is strongly discouraged. Administrative approval is required for any video clip that is fifteen minutes or more in length and parents/caregivers must be notified one-week prior to the activity if the video clip has an age specific rating e.g., PG-13. Teachers are expected to preview all videos and identify all controversial segments as part of the approval process.

To conclude this process: If parents/caregivers choose to exclude their student from the viewing, they have that right and it is necessary for you to have an alternative assignment that addresses the presented concepts.

HOUSEKEEPING

Teachers are required to inspect their rooms regularly to maintain a clean, orderly learning environment. Any graffiti, vandalism, or other damage in the room and on desks must be reported immediately to administration. Any student who is caught intentionally vandalizing property must be referred to the office. Students should pick up large pieces of paper on the floor and, starting in grade 1, place chairs on desks prior to exiting their last class of the school day. Desks should be kept clean. Whiteboards should be reasonably clean. Bulletin boards should be utilized effectively to enhance the curriculum and classroom environment.

Please close all windows and lock doors and turn off lights before exiting your classroom or office for the day.

MOVEMENT OF LARGE PIECES OF FURNITURE

Please ask for assistance from our custodians when moving large cabinets, student desks, tables, and the teacher desks. They are more than willing to assist you.

FOOD

All staff must refrain from serving students food in the classrooms. Staff will not permit the serving/distribution of food by students without principal approval. Staff will be responsible for following the below procedure.

1. Food should be served or distributed through our cafeteria
2. Meet with a school nurse to review food allergy procedures, food items to be served and class lists, and
3. Administrative approval

At all levels, classroom or team parties or celebrations including those prior to holidays, long weekends, weekends or school vacations are not permitted.

TEACHER PLANNING

It is expected that teachers will maintain a planning document that typically represents 3 days of advanced planning. While there is no District standard for administrative review of planning documents, they will be made available upon request.

PETS/ANIMALS

All staff members and students must receive approval from administration to bring an animal, (i.e., dogs, cats, birds, lizards, fish, geckos, etc.) to school at any time.

TEXTS AND TRADE BOOKS

Teachers must keep a record of books issued to students and report any and all missing items and the replacement cost (if applicable) to the office or department coordinator.

TEACHER/STAFF MEMBER ABSENCE FROM SCHOOL

Substitute Protocol - Absences

1. Staff are required to submit all absences through Frontline
2. For any staff member selecting “absence approved by principal” must have principal approval
3. For any absence requiring administrative approval staff must submit said absence in Frontline within forty-eight (48) hours of receiving administrative approval
4. Notice must be given to the building principal when a staff member knows that they will be out for consecutive days due to illness or injury to ensure proper planning and coverage
5. Teachers may identify a preferred substitute after confirming that the substitute is available. School administration reserves the right to change substitute assignments

In the event that a staff member is going to be absent and has not yet reported it prior to an hour of the building start time, the staff member must contact the building principal or designee.

Emergency requests to leave school:

a. Requires direct communication with a building administrator/office personnel

b. Must be submitted to Frontline via office personnel

c. Required forms must be completed following the absence

For questions regarding absences please contact your building principal.

FIELD-BASED CURRICULUM EXPERIENCES

All field trip proposals must be reviewed by the principal and submitted on the District trip request e-form.

Requests for an event or field trip should be submitted at least 30 days prior for in-state day trips and 6 months prior for out-of-state day trips. Exceptions to the timeline for out-of-state day trips may be initially granted by District administrators. This is rare, infrequent and School Committee must be informed upon granting such exceptions.

If possible, before submitting, check with your building principal to determine if District transportation vehicles are available.

Field trips and events must be "directly related to the total school program and curriculum" (School Committee Policy IJOA). Approval for all events is a multi-step process to include a review of District transportation availability, a review of student attendees by your school nurse, a review of needed accommodations for student with disabilities and then approval by your building principal and then the Assistant Superintendent will provide a final approval.

DUTIES OF THE LEAD TEACHER:

1. Complete all sections of the form and submit for approval
2. Obtain completed and signed field trip/event permission slips from all attending students
3. Arrange proper supervision and adult/student ration, ideally 10-12 students per adult chaperone Work with building office staff to ensure all chaperons have an up-to-date CORI
4. Prepare two lists of names, addresses, and phone numbers of students on the trip. One must be emailed to your building principal
5. Attendance taking is required throughout the trip
6. Provide a list of attendees to the Special Education Coordinator two weeks prior to your event/trip The Special Education Coordinator will identify any needed supports or accommodations to ensure all students access and participate in the event/fieldtrip
7. Coordinate with District transportation if available
8. Coordinate with the school nurse at least two weeks prior to departure
9. Lead Teacher must notify administration and parents/caregivers of any plan changes, injury or incident that occurs on the trip

EXTRA CURRICULAR/AFTER SCHOOL ADVISER RESPONSIBILITIES

After school/extracurricular advisers are expected to maintain a shared document with the school principal that includes meeting dates, students in attendance, and activities completed.

STAFF MEETINGS

All District Athletic Coaches and Extracurricular Advisors will not be absent from a staff meeting due to practices, rehearsals, events, or scrimmages. Athletic Coaches and Extracurricular Advisors shall be excused for scheduled games and competitions with advanced notice to the Principal.

Anyone who misses a staff meeting will be expected to follow up with the building level administration.

Staff members should reference their Collective Bargaining Agreement for information on staff meetings.

TEACHER LICENSURE-FINGERPRINTING

In order to teach in the Dudley-Charlton RSD you must hold an active and valid Massachusetts teaching license.

The Massachusetts Department of Elementary and Secondary Education is responsible for licensing all professional educators including teachers, psychologists, guidance counselors, nurses, speech language pathologists and many other professional positions in the Dudley-Charlton Regional Schools. You can apply for your license and maintain your license through your ELAR account at DESE. It is very important for you to be familiar with your ELAR account which houses your demographic data, schools attended, license information and status, as well as other important documents that have been scanned into your file such as correspondence from DESE, MTEL test scores and other important documents. At the bottom of your profile, you will find all of this information.

Whether you are applying for a new license or renewing an existing license, it may take many months for DESE to process your request. Please plan accordingly.

Your license allows you to teach in Massachusetts, and every public-school system is required by law to employ only teachers with an appropriate, valid license. Please be sure your license is always up to date and in good standing. The Superintendent will assist you, at any time, if you need help in understanding the process.

CLASSROOM COVERAGE

Staff members may be assigned to cover a class in the event that there is a shortage of staff. Staff's administrative duties may be reassigned for the purposes of supervising students in a classroom.

In accordance with DCTA CBA Article IV Teaching Hours and Teaching Load section K. Teachers (DCTA) and administration must mutually agree to provide coverage during preparatory time. Teachers (DCTA) will be compensated in accordance with CBA Article XVIII – Substitute Teachers section B.

Paraprofessionals (DCPA) will be compensated in accordance with DCPA CBA Article 7 – Assignment section C.

SUBSTITUTE PLANS

All teachers must maintain and update substitute plans.

For planned absences, teachers are expected to upload instructional materials and substitute plans into the District Frontline substitute management system sufficiently in advance of the absence so the assigned substitute can access the information needed to manage instruction.

For emergency or unplanned absences, each teacher must maintain three days of current emergency substitute plans with the school office. Emergency plans should be readily usable by a substitute and should not require copying, gathering specialized equipment, or additional research.

Emergency plans left for substitutes should be simple and require no copying, gathering of equipment, or research on the part of the substitute.

The following information must be submitted with your plans

a. Class lists
b. Seating charts for every class with students' full name (if applicable)
c. Three current days of emergency plans maintained with the school office, including the location of class materials
d. Teaching schedule
e. Your administrative duty
f. 504/IEP student accommodations
g. Medical/allergy information
h. Emergency Planning and Procedures

COURSE OBJECTIVES/EXPECTATIONS

Course objectives and expectations should be consistent with District curriculum documents and applicable School Committee policies, including Policy IJNDBB - Use of Artificial Intelligence Tools. When artificial intelligence tools are permitted, required, limited, or prohibited as part of a course or assignment, those expectations should be clearly communicated to students and applied consistently with District policy.

TECHNOLOGY REQUESTS

All maintenance and technology requests must be submitted electronically

SECTION III

Emergency Planning and Procedures

Staff Resource Handbook

EMERGENCY PLANNING AND DISASTER PREPAREDNESS

To ensure effective and timely execution of school emergency plans, staff must be trained in emergency response procedures. Drills and exercises are essential parts of emergency planning. They provide a real test of staff and student awareness and the plan's effectiveness. Exercises will be planned throughout the year.

Communications

This guide includes instructions for paths of communication among administrators, staff, teachers, District officials and community emergency responders. Linking people through multiple means of communication is the key to a quick and accurate response.

Crisis Management Team

Members: **Building Administrators**

School Nurse

Support Staff Members (2) Secretary

(1)

Custodian (1)

SRO (1) – if available

- The crisis management team will meet at least annually and follow any incident.
- Building administrator activates the school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation, stay in-place or shelter–in–place; notifies District authorities and provides situational updates; requests resources; establishes priorities, identifies issues and prepares an action plan with the incident commander.

We all must work as a team, regardless of anticipated roles, in the event of any emergency.

EMERGENCY TELEPHONE NUMBERS

Emergencies---911

Dudley Police Department (non-emergency)	508.943.4411
Dudley Fire Department (non-emergency)	508.949.8040
Charlton Police Department	508.248.2250
Charlton Fiore Department	508.248.2299
Protective Services-Department of Social Services	800.792.5200
National Domestic Violence Hotline	800.799.7233
Poison Control Center	800-222.1222
National Grid Emergency	800-233.5325
Telephone-line trouble	411
Harrington Hospital Emergency Room	508.765.3195
Harrington Child and Family Services	508.909.7260
Harrington Out Patient Behavioral Health	508.765.9167
988 Suicide and Crisis Lifeline	988
American Red Cross	508.564.1234
MA Emergency Management Agency	508.820.2000

Administration

Superintendent of Schools	508.943.6888	x142
Assistant Superintendent	508.943.6888	x282
Director of Pupil Personnel Services	508.943.6888	x278
Director of Finance and Operations	508.943.6888	x143
Executive Assistant	508.943.6888	x177
Director of Technology	508.943.6888	x275
Athletic Director	508.943.6888	x176
Dudley SRO	508.943.6888	x174
Charlton SRO	508.248.1423	x1123

Principals

Shepherd Hill Regional High School	508.943.6700	x160
Charlton Middle School	508.248.1423	X1102
Dudley Middle School	508.943.2224	x1101
Dudley Elementary School	508.943.3351	x610
Heritage Elementary School	508.248.4884	x302
Charlton Elementary School	508.248.7774	x251
Mason Road Elementary School	508.943.4312	x611